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ABSTRACT

Nonacademic factors that may influence recruitment and retention of black students at predominantly white colleges and of white students at predominantly black colleges in Virginia were studied. The study was designed to identify the special problems of these students and the nonacademic activities designed to address those problems. Twenty-one state-supported senior and community colleges were surveyed. It was found that for all institutions recruitment activities and special admission procedures account for the largest number of nonacademic activities reported, nearly doubling the number in any other activity category. Fewer than half of the 21 institutions reported that they provided counseling and instructional outreach activities for prospective applicants and peer counseling activities for newly accepted and entering students. The scope of cocurricular and extracurricular activities reported by black institutions is considerably more limited than that reported by white institutions. The predominant activities at black colleges were student organization activities and athletic activities: these two categories were low at white colleges. Sources of support for nonacademic activities and methods used by institutions to evaluate the effectiveness of nonacademic activities are considered, and case studies of Radford University and Norfolk State University are presented. A literature review concerning student needs and nonacademic activities addressed to meet these needs is included. A bibliography, sample student and faculty questionnaire forms, examples of 18 categories of nonacademic activities, Norfolk State's mission and environmental statement, and a summary of interview responses are included. (SW)

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A STUDY TO IDENTIFY NON-ACADEMIC FACTORS WHICH MAY POSITIVELY INFLUENCE THE RECRUITMENT AND RETENTION OF "OTHER RACE" STUDENTS AT VIRGINIA'S STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

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FINAL REPORT

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I. INTRODUCTION

BACKGROUND

In 1978, each of the governing boards of Virginia's state-supported colleges and universities resolved to make a good faith effort to implement the Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education. In doing so, the boards committed their institutions to the goal of increasing the representation of "other race students" at their respective campuses.

Institutions may seek to increase the enrollment of "other race students"* by initiating "non-academic activities"** especially designed:

(1) to encourage larger numbers of other race student to apply for admission;

(2) to increase the percentage of other race applicants accepted for admission;

(3) to increase the percentage of other race persons who are admitted and who actually enroll; and

(4) to increase the retention rate among other race students already enrolled.

Such activities succeed when they strengthen the ability and desire of other-race persons to enroll and to remain at the institution until graduation.

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* "Other-race students" refer to persons who constitute a minority racial group as a percentage of total student enrollment. At a traditionally white institution (TWI), black students are a minority group. At a traditionally black institution (TBI), white students are a minority group.

** "Non-academic activities" refer to programs, services and activities outside of the regular academic curriculum (i.e., co-curricular and extra-curricular). Generally, the conduct of such activities does not result in degree credit being awarded. Exceptions are orientation courses and the like. The non-academic activities of principal concern in the study were those which are on-going or recurrently available and which supported institutions' recruitment and retention goals with regard to "other-race students." Examples of non-academic activities frequently cited in the literature for their contributions to the recruitment and retention of other race-students include: orientation; financial advisement; housing assistance and residence programs; Talent Search; counseling programs; student activities of special interest to other-race students; special admissions and minority recruitment programs; recreation activities; procedural assistance in securing admissions, financial aid, housing and course registration; and study skill and tutorial programs.

In Virginia's plan for equal opportunity, the governing boards of Virginia's state-supported institutions specifically agreed to participate in a study aimed at assisting Virginia's state-supported institutions in their efforts to increase other-race enrollments. The Council of Higher Education agreed to undertake the study using federal funds received under Section 1203 of the Higher Education Act of 1965, as amended.

DESCRIPTION OF THE STUDY

Objectives and Activities

The three objectives of the study were:

1. To identify the special problems of other race-students and the diverse non-academic activities designed to address those problems;
2. To focus attention on the ways in which non-academic activities may support the recruitment and retention of other-race students; and
3. To increase the awareness in Virginia of what can be done and what is being done to support the recruitment and retention of other-race students, both nationally and within Virginia's state-supported institutions.

The study was completed in three phases. First, an analysis of available literature* was undertaken to help identify the special problems of other race students and the kinds of non-academic activities which are said to address those problems. Second, Virginia's state-supported institutions were surveyed to compare the scope and nature of their non-academic activities with those reported in the literature.

*A comprehensive computer search of related literature was conducted at Virginia Polytechnic Institute and State University. Relevant materials from that bibliography were selected for acquisition. A list of these references follows the text of the report.

The survey sought, for each activity at Virginia's state-supported institutions, information describing:

1. the clientele served;
2. the major achievements -- achievements which support the recruitment and retention of other-race students, as indicated by previous research;
3. the process of evaluation whereby the claims of achievements were substantiated;
4. descriptions of the procedures responsible for the achievements and the environmental factors which make such procedures effective (e.g., support of key administrators); and
5. the cost of the institutions' efforts and the sources of financial support.

The third and final phase of the study involved case studies of two institutions, one traditionally white (TWI) and one traditionally black (TBI). The aims of the case studies were (1) to compare the other race recruitment and retention problems faced by TWI's and TBI's and (2) to highlight the ways in which the two types of institutions appear to have dealt with these problems.

Scope and Methodology

A total of 21 state-supported institutions participated in the survey. Included were all 15 senior institutions, Richard Bland College and five community colleges* representative of the Virginia Community College System. Presidents of participating institutions designated a senior administrator as liaison to the Council staff. The liaison persons supervised the identification of non-academic activities important at their institutions and administered survey questionnaires to the staff persons most familiar with those activities.

* The institutions selected by the Virginia Community College System central office to represent the System included Central Virginia Community College, J. Sargeant Reynolds Community College, New River Community College, Piedmont Virginia Community College and Tidewater Community College.

Upon receipt of the completed questionnaires by the Council, a taxonomy of activities was developed and survey data processed for computer analysis using the Statistical Package for the Social Sciences (SPSS). A copy of the survey questionnaire is appended as Attachment A.

In addition to cooperating in the survey, and at the invitation of the Council, Norfolk State University, a traditionally black institution, and Radford University, a traditionally white institution, also agreed to serve as subjects for the case studies. The President of each of these institutions appointed three to four officials representing student and academic affairs to serve on a task force charged with designing and conducting the case studies. The bulk of information gathered in the case studies was derived from on-campus interviews with other race students and staff members who had extensive contact with other-race students. Copies of the interview schedules and answer sheets are appended as Attachment B.

II. ANALYSIS OF RELATED LITERATURE

INTRODUCTION

By and large, the literature on the recruitment and retention of other-race students is of recent vintage, incomplete, and frequently more anecdotal than analytical. Most of the literature deals with the enrollment of black students at traditionally white institutions (TWI's). Few studies focus on the traditionally black institutions' (TBI's) enrollment of white students. Therefore, the analysis of literature presented herein, by necessity, directs more attention to the former. This emphasis is by no means meant to diminish the importance of white student enrollments at TBI's.

Three interreiated topics dominate the literature.

1. the characteristics of other race students;
2. the special problems associated with the recruitment and retention of other-race students; and
3. the institutions' efforts to address these problems.

Two points must be made at the outset of any analysis of the literature about blacks and whites as other-race students. The first is the need to keep in mind that blacks constitute a minority culture in the larger society; whites represent the majority culture. A study recently published by the Southern Regional Education Board has suggested that this difference may make black students at TWI's socially and psychologically more dependent on the institutions than white students enrolled at TBI's [55].* Indeed, the blacks' greater dependency on institutions in this regard may explain the findings of another research study which showed that blacks at TWI's, particularly black females, were more likely than

*The numbers in brackets may be used to identify the specific references in the Bibliography which follows the text of the report.

black students at TBI's to blame their academic failures on non-academic kinds of shortcomings at their institutions. Blacks enrolled at TBI's more frequently faulted themselves or cited financial difficulties as the cause of their failures. [31]

The second is the need to distinguish the signs of socio-economic disadvantage from the characteristics of a minority group. While research generally supports the thesis that higher percentages of black students versus white students are disadvantaged, presumably as a result of past discrimination, it is inappropriate to characterize all blacks as disadvantaged.* It is equally incorrect to imply that whites do not comprise a significant percentage of disadvantaged persons in the general population. In order to avoid stereotyping, an effort is made in this report to direct attention to the traits and problems of students which are clearly race-related.

BLACK STUDENTS AT TRADITIONALLY WHITE INSTITUTIONS

Black Student Subtypes: Implications for Recruitment and Retention

Several researchers have suggested that in order to recruit and retain black students effectively, TWI's must learn to distinguish between three types of blacks and the different problems and traits which affect their orientation to higher education institutions [29; 45; 60]. Most research on black students, however, fails to make these distinctions.

Putkammer, in a 1962 study of six Ivy League schools, identifies the three black subtypes. The first are blacks whose affluence and family background make them typical of the white applicants seeking admission to Ivy League TWI's. For this type of black, racial issues are faced intellectually rather than emotionally, the individuals

*Gordon notes that the tendency of white students to do this is an affront to black students which acts to increase the social alienation of blacks on white campuses [19].

never having experienced firsthand the discrimination and deprivation historically accorded to black Americans. Putkammer contrasts the affluent type of black with two additional types which are less advantaged socio-economically and which are distinguished from one another largely by their opposing attitudes toward integration. The type positively oriented to integration enrolls for higher education primarily as a means of escaping race-associated disadvantages. Blacks of this type actively seek out integrated environments, at times to the point of disassociating themselves from members of their own race. They are often self-conscious about being black. Many also lack confidence in their ability to succeed academically and express feelings that they were inadequately prepared for college. Set in contrast against the first and second black subtypes are blacks distinguished by their rejection of the integrative approach. Highly conscious of race, they do not believe integration can become a reality. Hence, they tend to band together. [45]

References to Putkammer's affluent, upper class blacks disappear from discussions of black student subtypes after 1970, perhaps because of their decreasing representation as a percentage of the larger number of blacks who had enrolled for higher education by that time. In a 1974 article on the use of student services by blacks, for instance, Wilson speaks only of the latter two black student subtypes described by Putkammer. He labels as "middle class aspirants" blacks positively oriented to integration; the blacks opposed to integration are referred to as "non-middle class aspirants."* [60]

Just as references in the literature to affluent blacks declined after 1970, references to the non-middle class aspiring blacks and to the traits which set them apart from middle classs aspiring blacks increase. In contrast to middle class aspiring blacks, the

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*Despite staff misgivings about labeling in general and Wilson's labels, in particular, Wilson's terms "middle class aspiring" and "non-middle class aspiring" are used throughout the report to refer to these two black student subtypes.

non-middle class aspiring blacks are described as being alienated from white society and its institutions [26]. If and when they find their way into TWI's, they are inclined to distrust and be critical of the institutions' staff [59] and to make little use of facilities and support services, despite the fact that the use of these services appears to increase the probability of their succeeding [15]. Their disregard for helping services is said to stem from the belief that a college education yields no benefits for black graduates [2]. Enrolling in many cases because they couldn't get jobs, many of these blacks felt that they would be better off as students receiving financial aid [2].

Non-middle class aspiring blacks are less concerned about eliminating racism on the campus because they have come to accept the inevitability of its existence. Preferring to congregate with others of their race having similar views, they deride and shun not only whites, but blacks who are of the middle class aspiring type, often labeling them "Uncle Tom's" for their conciliatory attitudes toward institutional authorities and for their acceptance of institutional policies and rules [26]. One study suggests that such criticisms may adversely affect the academic success of middle class aspiring blacks by making them feel guilty and torn between black and white identities [29]. Under such social pressures, it is not surprising that some middle class aspiring blacks are hesitant about enrolling or remaining at TWI's for fear that the TWI will cause them to lose their identity as blacks [36].

Non-middle class aspirants are also critical of black faculty and staff members at TWI's who do not put loyalty to race above loyalty to the institution [59]. They are more likely to cite their ethnic heritage as justification for special treatment. When

present on campus as organized groups, they are also more likely to play power politics with the administration in order to gain these advantages. The middle class aspiring blacks are less likely to take those positions. [26]

Of the two black subcultures, middle class and non-middle class aspiring, it is members of the former rather than the latter who are most likely to enroll at TWI's and to graduate with good grades. With regard to choosing an institution, middle class aspiring blacks are reportedly more receptive to attending TWI's independent of the number of other blacks visible on campus. The non-middle class aspiring blacks, if they elect to attend traditional colleges, are more inclined to favor TBI's or TWI's which already enroll substantially large numbers of black students and which support black student organizations with politically active or somewhat militant images [13].

Middle-class aspiring black students are also more likely than non-middle class aspiring black students to be retained and to remain in good academic standing at TWI's. For instance, it was reported earlier that middle-class aspiring blacks took greater advantage of available facilities and support services and were more actively involved in efforts to eliminate racism from the campus. These same traits have been positively associated with academic success and retention among black students. [15; 49; 50] Other traits of middle-class aspiring blacks also associated with success and retention include:

1. a relatively positive self-concept;
2. a past which includes successful leadership experience;
3. a past which includes demonstrated service to the community;
4. a preference for long-range goals over short-term needs; and

5. an indication of the presence of emotional support coming from some person (significant other) who believes in the black student's abilities and supports his or her educational efforts. [14; 5; 15; 50]*

Affirmative Action Challenges: The Special Problems of Black Students at TWI's

From the preceding analysis of the enrollment preferences and academic success and retention probabilities of black students at TWI's, the challenges to TWI's seeking to increase black enrollments is clear. First and foremost among these challenges is the need to promote among black students more positive attitudes about higher education and themselves (i.e., convert non-middle class aspiring blacks to middle-class aspiring blacks). With regard to recruitment, such efforts may be directed at increasing the number of middle class aspiring blacks who enroll. Key factors in such an effort would be ample financial aid assistance and more selective admissions screening, perhaps using as supplemental admissions criteria the success and retention predictors noted earlier.** Special interviews or pre-admissions questionnaires could help to discern the qualifications associated with academic success. The promotion of more positive attitudes among blacks may also be achieved through outreach activities designed to educate non-middle class aspiring blacks about the benefits of higher education for blacks and to demonstrate to them the TWI's interest in and commitment to helping black students succeed academically and improve their status socially and economically.

*It is significant that the Association of American Medical Colleges recommended in 1977 that these traits be adopted as supplementary criteria for the admission of blacks to medical schools. The Association advanced the position that such criteria would not only ensure greater equality of opportunity for blacks, but would constitute a sound legal basis for defending admissions procedures in the event of future court challenges. [50]

** The use of standard testing methods to identify qualified applicants often unfairly discriminates against minority students. Alternate methods are needed which will highlight the areas where the black students excel rather than simply revealing those where they do not. The use of alternate predictors rather than test scores or class rank is an important first step [4] -- a step which, as of 1970, had been taken by few institutions despite earlier changes in recruitment procedures designed to attract blacks [48].

Since student attitudes may change, it is important that the information disseminated through outreach activities be accurate so as to foster realistic expectations of the institution. At least one study has attributed attrition and isolationist behaviors among black students at TWI's to unrealistic, idealistic and over-optimistic pre-enrollment views of the campus [38].

The challenge to promote more positive attitudes among blacks already enrolled at TWI's, on the other hand, may be met through a variety of activities designed to increase the students' motivation to succeed academically and to compete as an individual in the larger society. To the extent that TWI's are successful in this regard, they may enhance the students' readiness to take full advantage of available facilities and helping services -- services which, in turn, may ensure their success and continued enrollment at the institution. Key objectives of activities would seek to expose black students to desirable and attainable career options, to establish clearly the kinds of educational requirements for entry into those careers, to open students' minds to what they can achieve for themselves using their given strengths and abilities, to help black students build their self-concepts by providing opportunities for leadership and involvement in service-oriented activities, and to take steps to ensure the presence of trained persons on the campus who are capable of providing these students with the emotional and social support and advice that they need. [56] In order to achieve these objectives, however, it is necessary for TWI's to take the initiative. Non-middle class aspiring black students, by virtue of their anti-integration attitudes and low self-concepts, are the black students least likely to seek such opportunities on their own [29]. Mechanisms to ensure that they get this help are missing at most TWI's [48].

The challenge second in importance to that of encouraging among blacks a more positive attitude toward higher education appears to be that of making available the

kinds of support services which effectively assist black students to cope with disadvantages common among persons easily recognized as members of a minority culture. These disadvantages were said by Gordon to include:

1. personal approaches to learning which do not complement those important to traditional academic efficiency;

2. weakness in the use of abstract symbols and vocabulary commonly accepted in society because of their widespread use by the dominant white culture;

3. weakness in dealing with theoretical concepts and principles, along with a tendency to favor more practical learning experiences, the benefits of which are perceived to be more tangible and immediate;

4. reduced potentials for academic achievement and social stability due to frequent changes in residence, family instability, distorted role model relationships, housing inadequacy, economic insufficiency, and repeated subjection to discriminatory treatment and forced separation from many of the main avenues of society. [19]

The above disadvantages appear to interfere more with the academic progress of black students enrolled at TWI's than at TBI's. This makes the availability of support services at TWI's all the more critical to the academic success and retention of black students. In a 1975 study, Jones et al. reported that, in contrast to blacks at TBI's, blacks at TWI's were more apprehensive about their ability to compete academically, were more concerned about their lack of high school preparation, perceived greater gaps in communications with teachers, and expressed greater dissatisfaction and concern about their social life and the lack of a friendly campus atmosphere. [31]

For services to be effective, the available literature suggests that staff members working with black students should be sufficiently sensitive so as not to threaten them with the loss of their cultural identities [29; 36; 37; 61]. Neither should support services be forced on black students who are not yet persuaded of their need for help or who are attitudinally opposed to accepting it. Black students are more likely to value and benefit from helping services if they are permitted to make the decision to use the services [19]. For instance, involuntary placement in remedial course and programs introduces a negative stigma to remedial work -- particularly if no credit is given. This negative stigma, in addition to damaging the self-concepts of black students placed in remedial courses, may deter other black students who feel the need for remediation from seeking it [29].

Activities and Support Services Important in the Recruitment and Retention of Black Students at TWI's

Specified in the preceding section were two challenges to TWI's interested in enrolling and retaining larger numbers of black students. The first concerned the need to promote aggressively more positive attitudes among blacks about higher education, their own potentials, and the commitment of TWI's to help them develop these potentials. Meeting this challenge successfully would have the effect of converting many non-middle class aspiring blacks to middle class aspiring blacks. The second challenge dealt with the need to develop support services to assist academically motivated blacks to overcome learning disadvantages stemming from their identification with a minority culture historically subjected to discrimination and forced isolation

from the dominant white culture. The purpose of this section is to highlight examples of the institutional activities and services reportedly effective in meeting these challenges.

In the course of reviewing these activities and services, however, the reader should take special note of the fact that the study is not intended to render judgments as to the merit of some of these activities in relation to traditional academic philosophies regarding academic standards and the purpose of higher education. Rather, activities are accepted at face value for their reported potential, supported or unsupported empirically, to help institutions to recruit and retain larger numbers of other-race students.

Minority programs, according to Peterson et al., have displayed similar evolutionary patterns across diverse TWI's. First to be implemented were formal recruitment programs which made provisions for student financial aid. Black students were often excepted from traditional admissions criteria (tests, high school grades) and standards, their admission being based on alternate criteria which, in the 1960's, were less objective and well defined than is presently the case. Special minority recruitment programs were followed shortly by the appearance of special support services designed principally or exclusively to serve minority students. Many of these services, typically initiated outside the institutional structure,* later became accepted by faculty and were incorporated into the regular academic structures of institutions. In the evolution of minority programs, the last area to be altered was the curriculum when new programs and courses in black studies were added. [42]

*For instance, student organizations and minority affairs offices.

Effective black recruitment programs have relied heavily on outreach counseling and instruction activities, student financial aid, the involvement of black community leaders and black staff and students in recruiting, and administrative procedures which cut response time and eliminate much of the "red tape" that often discourages blacks and other cultural minorities from persisting through the admissions process. Examples of recruitment practices reported to be successful in increasing the number of blacks applying include:

1. the use of black community leaders as nominators of prospective black students who are then invited to visit the campus (expenses paid) for three days of test-taking, interviews and social contact (Antioch College) [16];

2. pre-enrollment outreach tutorial and counseling programs staffed by successful black students of the sponsoring senior college, but offered at the two-year colleges from which the students transferred [52];

3. black students placed in high schools as assistants to counselors and teachers working with black students in grades 10 - 12 (University of California, Berkeley and Los Angeles) [16];

4. student association relied upon to encourage applications from black high school students (University of Wisconsin at Madison) [16];

5. working with private businesses and industries to fund special scholarships for promising black students interested in specific fields [8];

6. state matching funds provided on a 5 to 1 ratio for each dollar privately raised by institutions to aid black students -- up to $2,000 per student (University of California) [16];

7. outreach to black homes premised on the belief that lack of information is as much a barrier to access for blacks as the lack of adequate financial assistance. [28]

8. early acceptance letters requiring a non-refundable deposit of $50 which had the effect of creating a sense of obligation to enroll despite subsequent offers from other institutions [36];

9. admissions counselors assigned to black students to provide them with personal guidance and special assistance in handling administrative matters (e.g., applications for financial aid, registration forms) [35]; and

10. federally funded Talent Search (TRIO) programs [42].*

The ultimate effects of recruitment programs in increasing black student enrollments depend upon the institutions' success in holding black students once they have enrolled. Several studies have suggested that at the hub of effective minority retention programs at TWI's are:

1. concerted motivational programs built on the premise that aspiration must precede success, but tempered by the philosophy "No deposit, no return" [33]. Such programs aim to help the student formulate realistic career and educational goals, to increase the students' sensitivity to other cultures and their differences, to build the students' self-confidence and self-concepts, and to increase the students' ability to cope with the conflicting desires of wanting to move into a society dominated by whites while wanting also to retain their cultural heritage and identities as blacks. Generally, these activities succeed by promoting and sustaining middle class aspiring attitudes among black students.

   Examples of activities designed to motivate black students include:

   --seminars where black students can share positive information about themselves thereby helping them to develop more positive self-concepts [44];

   --part-time employment in jobs related to their academic major [16];

   --cooperative education (alternate terms of full-time work and full-time employment in jobs related to academic major)[16];

   --using successful black graduates as orientation speakers/counselors (role models) for new students [59];

   --involving black students in the formulation of campus policies and in support services geared to meeting their special needs [22].

   --federally funded Upward Bound(TRIO) programs [60].

2. academic and student support activities built around the philosophy "graduate or die" [56]. Academic (co-curricular)support includes (1) basic studies and tutoring; (2) study skills development; (3) close academic advisement; and (4) institutional strategies which create a positive, success-oriented environment for blacks. Student (extra-curricular) support takes

*There are three TRIO programs, all of which are aimed at providing access and assistance for disadvantaged students. Included are Talent Search, Upward Bound and Student Special Services.

the form of (1) special assistance in dealing with college procedures and regulations, identifying and solving personal problems which impede academic performance, and getting needed information and aid; (2) special activities designed to provide opportunities for social interaction and development; (3) activities designed to help blacks adjust to life as minority students; (4) activities designed to enhance the heritage and reinforce the cultural identities of minority students; and (5) activities designed to sensitize white faculty and students to the special problems and needs of blacks and other minority groups. Generally, academic and student support activities succeed by helping black students who are already motivated to succeed academically and be reasonably satisfied emotionally and socially with their life on the campus.

Examples of academic support are:

--tutoring of blacks by other black students in space set aside especially for minority students in need of that service [61];

--reduced academic load for disadvantaged black students in freshman year [16; 20];

--a system for monitoring student progress to help detect problems before they become so insurmountable as to result in academic failure [33];

--non-punitive grading system in lower level courses coupled with a two-year grace period (five-year baccalaureate program option) to allow disadvantaged black students time to become competitive [16];

--employment of upper level black students as teacher aides [16];

--programmed instruction [16];

--study skills courses as electives [16; 33].

Examples of student support are:

--athletic program open to freshmen [36];

--program to train upper level minority students to act as counselors for entering minority students [61];

--sensitivity training programs to increase understanding of minority needs among white faculty and students [57; 61];

--courses on racism and intercultural relations required for graduation (taken in first year) [49];

--cross cultural education program whereby white students at TWI's and black students at TBI's exchanged places for one term [30];

--ethnic awareness group to promote a feeling of unity and belonging versus isolation and despair [62];

--in-service human relations program using TRIO program staff as trainers/ guides to sensitize white faculty to minority student needs [46];

--federally funded Student Special Services (TRIO) programs [20];

--pre-college summer sessions (diagnostic counseling, orientation) [16];

--multi-ethnic rap groups [62];

--"special circumstances" emergency aid fund for black students [42].

WHITE STUDENTS AT TRADITIONALLY BLACK INSTITUTIONS

As noted at the outset of Chapter II, few articles or studies discuss the enrollment of whites as other race students at TBI's. Of those available, only two offered information pertinent to this study.

The Traits of and Special Problems of White Students at TBI's

Generally, the two articles suggest that typical white students at TBI's differ considerably from both the white and black students enrolling at TWI's. They are generally older and more affluent than the traditional college student. A majority are married, predominantly commuting students, who attend black institutions for academic more than social reasons. Frequently the availability of a particular program is the sole factor influencing their decision to enroll. Because they remain on campus only for classes, out-of-class contacts with black students are less frequent than might be expected of residential students.

For some white students, there may be a need for greater involvement in campus life. A significant number of them indicated that they felt isolated from the campus community because little was being done to induce them to remain after classes to participate in campus activities. Several articles have called for TBI's to increase their efforts to break down the social barriers that exist and to involve white students in more non-

academic activities such as student government and the preparation of campus publications. [7; 55]

The paucity of relevant literature notwithstanding, several points merit special recognition with regard to the traits of whites at TBI's. The first is that, unlike blacks at TWI's, white students at TBI's are not as likely to be, or to perceive themselves as being, disadvantaged in relation to the majority of students enrolled. Second, they are less likely to suffer stress because of the lack of social opportunities on campus. In part, this may be because of the emotional support they derive from affiliation with the white majority off-campus, but it is also attributable to their comparative age, maturity, and outside responsibilities. These factors would tend to curb the white students' interest in and time available for involvement in non-academic campus activities.

Affirmative Action Challenges for TBI's

The little research available indicates two major challenges to TBI's interested in recruiting and retaining larger numbers of white students -- challenges which are different from those faced by TWI's. The first is the need to develop academic programs which are particularly attractive to white students. Professional programs in high demand, health-related fields are one example. The second challenge to TBI's is to create more opportunities for whites to participate more fully in campus activities -- both as students and as prospective applicants.

III. AN ANALYSIS OF THE EFFORTS OF VIRGINIA'S INSTITUTIONS TO RECRUIT AND RETAIN OTHER-RACE STUDENTS

INTRODUCTION

In Chapter II, the special problems of other-race students were analyzed to identify the major challenges to TWI's and TBI's interested in recruiting and retaining additional "other-race students." Special attention was directed to the identification, from available literature, of the non-academic activities which have allegedly contributed to the institutions' success in meeting these challenges.

The purpose of this chapter is to describe how the non-academic activities employed by Virginia's state-supported institutions to recruit and retain other-race students compare to those outlined in Chapter II. The chapter is comprised of two principal sections. The first presents the findings of a survey to identify the kinds of non-academic activities which the 21 institutions participating in the study believed were contributing significantly to their recruitment and retention efforts. The second section discusses the findings of case studies at Norfolk State University, a TBI, and Radford University, a TWI. The case studies serve to highlight differences in the ways the two institutions have sought to recruit and retain other-race students. The objectives of both the survey and the case studies were outlined in more detail in Chapter I.

The reader should be sensitive to the fact that the study made no attempt to evaluate the effectiveness of activities reported by the institutions. The survey, however, did ask institutions to indicate, for each activity reported, the type of evaluation upon which they based their belief that the activity contributed substantially to the institution's ability to attract and retain other-race students.

SURVEY OF NON-ACADEMIC ACTIVITIES AT VIRGINIA INSTITUTIONS

All 21 participating institutions responded to the survey, identifying a total of 258 non-academic activities as important in the recruitment and retention of other-race students. The number of responses from each of the four types of state-supported institutions was as follows:

Types	(N)	Total Number of Activities	Average Number of Activities Per Institution
Two-year TWI's	(6)	72	12
Four-year TBI's	(2)	21	11
Four-year TWI's	(8)	109	14
Doctoral TWI's	(5)	56	11
Total	(21)	258	12

The activities reported by institutions were sorted into the 19 major activity categories listed in Table 1. For examples of specific activities assigned to each category, refer to Attachment C. Data from the questionnaires (see Attachment A) were then analyzed using the Statistical Package for Social Sciences (SPSS).

The survey data helped to answer several questions important to the study. Principal among these were:

1. What is the scope of non-academic activities at participating state-supported institutions?
2. How is responsibility for conducting these activities distributed within institutions?
3. To what groups are certain activities predominantly directed?

TABLE 1

DISTRIBUTION OF NON-ACADEMIC ACTIVITIES BY CATEGORY*: FOR ALL INSTITUTIONS AND FOR TBI'S
(In Descending Order of Reported Occurrence)

	CATEGORY OF ACTIVITY	All Institutions % of Total	(N)	TBI's Only % of Total	(N)
1.	Recruitment Activities and Admission Procedures	22%	(58)	14%	(3)
2.	Student Activities - Cultural	12%	(32)	--	
3.	Student Organization Activities	10%	(25)	33%	(7)
4.	Remedial/Tutorial Support	8%	(21)	--	
5.	Career and Motivational Counseling	7%	(17)	--	
6.	Student Orientation	5%	(13)	10%	(2)
7.	Study Skills Development	5%	(12)	--	
8.	Staff/Faculty Support Activities	4%	(10)	--	
9.	Outreach - Admissions	3%	(8)	5%	(1)
10.	Student Financial Aid (scholarships, loans, grants, work study)	3%	(8)	--	
11.	Human Development Counseling	3%	(8)	5%	(1)
12.	Student Activities - Social	3%	(7)	--	
13.	Outreach - Counseling/Instructional	3%	(7)	--	
14.	Testing Services	2%	(5)	--	
15.	Peer Counseling by Students	2%	(5)	--	
16.	Administrative Retention Practices	2%	(5)	--	
17.	Athletics	2%	(5)	24%	(5)
18.	Transportation for Students	1%	(2)	--	
[19.	Miscellaneous (e.g., TRIO Programs)	4%	(10)	10%	(2)]
	TOTAL ALL ACTIVITIES	101%**	(258)	101%**	(21)

*For examples of the activities classified in each category refer to Attachment C of this report.

**Rounding error = 1%

4. Does the emphasis on certain activities differentiate TWI's from TBI's?
5. What are the principal objectives of activities and do activity objectives differentiate TWI's from TBI's?
6. What are the sources of financial support for the various activities and what is the relationship between state support and activities which predominantly serve other-race students?
7. What proportion of the activities could be replaced at other institutions at minimal cost?
8. How are different activities evaluated?

Evidence of Widespread Affirmative Action Efforts at Participating Institutions

The diversity of the kinds of non-academic activities shown in Table 1 compares favorably with that reported for institutions in other states (Chapter II). The number of activities at individual Virginia institutions, however, varied sharply, ranging from a low of three to a high of 28. Clearly, some participating institutions either did not report all of the important activities which they conducted or had comparatively few activities to report.

Table 1 shows, for all institutions, that recruitment activities and special admissions procedures (e.g., prompt, personal correspondence congratulating black applicants on their acceptance) account for the largest number and percent of non-academic activities reported, nearly doubling the number in any other activity category. Coupled with the fact that half the institutions failed to report many of the support activities positively associated with high retention rates in other national studies, the widespread emphasis on

recruitment activities at Virginia's institutions leads to a conclusion that while minority recruitment programs have become well established, retention programs designed to promote the continued enrollment of additional minority students have yet to be fully implemented at many campuses. For instance, fewer than half of the 21 institutions reported that they provided counseling and instructional outreach activities for prospective applicants and peer counseling activities for newly accepted and entering students. Both categories of activities were given high marks in national studies for their effectiveness in improving the retention of other-race students, particularly blacks.

That the non-academic activities of Virginia's state-supported institutions were predominantly geared to the recruitment (versus retention) of other-race students indicates that many of Virginia's state-supported institutions, like those in other states, are in the early stages of what was cited by one author as the normal evolutionary pattern of comprehensive minority programs [42]. Although it is encouraging that all 21 state-supported institutions were able to show some degree of progress toward the establishment of these programs, a question arises as to whether the progress indicated in the survey is adequate in view of Virginia's affirmative action goals.

Differences in Activities Between TWI's and TBI's

Also indicated in Table 1 are differences between the non-academic activities at TBI's and those at all institutions combined (mostly TWI's). First, the scope of co-curricular and extra-curricular activities reported by TBI's is considerably more limited. This finding is discussed further in the section of Chapter III which summarizes the two case studies.

Second, the kinds of activities which predominate at TBI's differ from those at TWI's. The major difference is the lower percentage of activities at TBI's classified in the Recruitment/Admissions category. At TWI's activities in this category comprised the largest percentage of all activities. At TBI's, the predominant activities were Student Organization activities and Athletic activities. By comparison, the percentages of activities in these two categories was low at TWI's. Later in the chapter in the section which compares predominant objectives of non-academic activities at TWI's and TBI's a case will be made that the TBI's unique approaches for recruiting and retaining white students may account for these variations in activities.

Differences in Target Populations for Diverse Non-Academic Activities

For purposes of the study, five major target populations for other-race recruitment and retention programs were identified. Primary targets for recruitment programs were (1) prospective applicants; and (2) applicants accepted for admission, but not yet enrolled. Primary targets for retention programs were (1) recently enrolled, first-time freshmen; (2) recently enrolled, transfer students; and (3) students enrolled at all levels. Certain of the non-academic activities of institutions were designed for one of the above populations; most were aimed at more than one.

The distribution of activit es across the target populations was as expected. Table 2 shows that most recruitme t activities/admission procedures and outreach activities were directed to prospective applicants; student orientation, testing and peer counseling were aimed primarily at accepted or newly enrolled students. Most of the remaining activities were intended for all enrolled students, regardless of when enrollment occurred.

TABLE 2

INSTITUTIONAL EMPHASIS ON AND PREDOMINANT TARGET GROUPS OF 19 CATEGORIES OF NON-ACADEMIC ACTIVITIES

Activities Most Frequently Directed at Prospective Applicants (listed in descending order of frequency)

1. Recruitment Activities and Admission Procedures
2. Outreach - Admissions
3. Outreach - Counseling/Instructional

Activities Most Frequently Directed at New Acceptances (not yet enrolled) and Entering Students (first-time freshmen and transfers) (listed in descending order of frequency)

1. Student Orientation
2. Testing Services
3. Peer Counseling by Students

Activities Most Frequently Directed at All Enrolled Students (not limited to first-time or transfers) (listed in descending order of frequency)

1. Student Activities - Cultural
2. Student Organization Activities
3. Remedial/Tutorial Support
4. Career and Motivational Counseling
5. Study Skills Development
6. Staff/Faculty Support Activities
7. Student Financial Aid
8. Human Development Counseling
9. Student Activities - Social
10. Administrative Retention Practices
11. Athletics
12. Transportation for Students
13. Miscellaneous (e.g., TRIO programs)

Differences in Major Objectives of Non-Academic Activities at TWI's Versus TBI's

On the survey questionnaires, institutions were asked to indicate, for each non-academic activity that they reported, the major objectives of the activity supporting

(1) the desire of other-race students to enroll and remain at the institution, and

(2) the ability of other-race students to enroll and remain at the institution.

Specific objectives for each category were derived from a preliminary review of national research studies. These objectives are listed under Item #4 in the survey questionnaire (see Attachment A).

Generally, the two categories of objectives correspond to the challenges to institutions set forth in Chapter II. Objectives which seek to promote an individual's desire to be enrolled constitute a response to the need at TWI's to increase the numbers and proportions of other-race persons with positive attitudes about higher education and themselves (middle class, aspiring blacks). At TBI's, this same category of objectives may address the need of some white students for more opportunities to become involved in campus life. Similarly, objectives which aim to improve the individual's ability to be enrolled may respond to the need at both TWI's and TBI's for non-academic support activities which bring enrollment and graduation within the grasp of other-race persons, particularly the many blacks who are disadvantaged as a result of past discrimination, economic and educational deprivation, and special isolation.

The major objectives of non-academic activities are presented in Table 3 for all institutions (92% from TWI's) and for TBI's separately. In order to control for the variations in activity objectives resulting from differences in target populations (e.g., prospective applicants versus students already enrolled), the major objectives for each of the five target populations are shown separately.

TABLE 3

PRINCIPAL OBJECTIVES OF NON-ACADEMIC ACTIVITIES BY TARGET GROUP (ALL INSTITUTIONS VERSUS TBI'S)

(Listed In Reverse Order)

Target Group (total # of activities)	I. Objectives Supporting the DESIRE of Other Race Persons to Enroll and Remain at the Institution				II. Objectives Supporting the ABILITY of Other Race Persons to Enroll and Remain at the Institution			
	All Institutions (N = 21)	% of activities	TBI's (N = 2)	% of activities	All Institutions (N = 21)	% of activities	TBI's (N = 2)	% of activities
Prospective Applicants: (All = 98) (TBI = 7)	1. Build Motivation 2. Reduce Apprehension 3. Build Confidence	(64%) (62%) (53%)	1. Promote Campus Involvement 2. Promote Inter-racial Relations 3. Reduce Apprehension 4. Promote Intra-racial Relations 5. Build Motivation	(86%) (71%) (57%) (57%) (57%)	1. Provide Procedural Assistance 2. Provide Direction & Guidance 3. Develop Basic Skills 4. Provide Financial Aid	(29%) (24%) (15%) (15%)	1. Same 2. Same 3. Same 4. Develop Budget Skills	(71%) (57%) (43%) (29%)
Newly Accepted Students Not Yet Enrolled: (All = 58) (TBI = 6)	1. Build Motivation 2. Reduce Apprehension 3. Build Confidence 4. Promote Realistic Expectations	(81%) (78%) (59%) (55%)	1. Promote Campus Involvement 2. Promote Inter-racial Relations 3. Reduce Apprehension 4. Promote Intra-racial Relations	(100%) (83%) (67%) (67%)	1. Provide Procedural Assistance 2. Provide Direction & Guidance 3. Provide Financial Aid 4. Develop Budget Skills 5. Develop Basic Skills	(40%) (35%) (28%) (17%) (17%)	1. Same 2. Same 3. Same 4. Same 5. Same	(50%) (50%) (33%) (33%) (33%)
Entering First Time Freshmen: (All = 82) (TBI = 7)	1. Build Motivation 2. Build Confidence 3. Reduce Apprehension 4. Promote Campus Involvement	(66%) (66%) (62%) (57%)	1. Promote Campus Involvement 2. Promote Inter-racial Relations 3. Promote Intra-racial Relations 4. Reduce Apprehension 5. Promote Realistic Expectations	(100%) (100%) (86%) (57%) (57%)	1. Provide Procedural Assistance 2. Provide Direction & Guidance 3. Develop Basic Skills 4. Develop Study Skills 5. Provide Financial Aid	(44%) (34%) (29%) (23%) (20%)	1. Same 2. Same 3. Same 4. Develop Budget Skills 5. Same	(43%) (43%) (29%) (29%) (29%)
Entering Transfer Students: (All = 70) (TBI = 6)	1. Build Confidence 2. Build Motivation 3. Promote Campus Involvement 4. Reduce Apprehension 5. Promote Realistic Expectations	(70%) (67%) (64%) (61%) (50%)	1. Promote Campus Involvement 2. Promote Inter-racial Relations 3. Promote Intra-racial Relations 4. Reduce Apprehension 5. Promote Realistic Expectations	(100%) (100%) (83%) (67%) (67%)	1. Provide Procedural Assistance 2. Provide Direction & Guidance 3. Develop Basic Skills 4. Develop Study Skills 5. Provide Financial Aid	(37%) (30%) (26%) (21%) (17%)	1. Same 2. Same 3. Same 4. Develop Budget Skills 5. Same	(33%) (33%) (33%) (33%) (33%)
All Enrolled Students: (All = 141) (TBI = 12)	1. Build Confidence 2. Build Motivation 3. Promote Campus Involvement	(53%) (51%) (51%)	1. Promote Campus Involvement 2. Promote Inter-racial Relations 3. Promote Intra-racial Relations 4. Reduce Apprehension	(92%) (92%) (92%) (58%)	1. Develop Study Skills 2. Develop Basic Skills 3. Provide Procedural Assistance 4. Provide Direction & Guidance	(28%) (26%) (24%) (19%)	1. Provide Procedural Assistance 2. Provide Financial Aid	(25%) (25%)

Several important findings emerge from Table 3. The first is that most of the non-academic activities reported by state-supported institutions are aimed at increasing the desire of other-race persons to be enrolled for higher education. The percentages of activities aimed at supporting the ability of other-race students to be enrolled were lower.

The second finding of significance concerns differences between TWI's and TBI's in the predominant objectives of non-academic activities, particularly the objectives designated as supporting the desire of other-race persons to be enrolled. At TWI's, the objectives in this category cited most frequently, across all target populations, were (1) to build motivation - 53%; (2) to build confidence - 51%; and (3) to reduce apprehension about enrolling - 45%. The objective of developing realistic expectations was also cited frequently, but mostly by doctoral degree-granting TWI's (46%). Least frequently reported by TWI's were activities aimed at promoting intra-racial relationships (34%), and the percentages of activities which sought to expand opportunities for inter-racial relationships and to sensitize white faculty and students to the special problems and concerns of blacks were even lower (26% and 22%, respectively). The average percentage of activities having the latter objective was lowest at four-year TWI's (13% versus 27% at other TWI's).

At TBI's, the pattern of objectives for increasing the desire of other-race persons to be enrolled was reversed. Promoting the early involvement of prospective applicants in campus affairs and continuing to promote this involvement after the students' acceptance were central to the non-academic activities at TBI's. For combined target populations, the promotion of campus involvement was an objective of 86% of the total number of activities reported. This same objective at TWI's was ranked fourth in importance in the

list of nine objectives. Promoting inter-racial relationships and intra-racial relationships tied for second place at TBI's (79%). Less frequently cited at TBI's were objectives indicating a need to build student motivation or confidence, perhaps reflecting the lower incidence of non-middle class aspiring persons among the white applicant pool.

The TBI's different objectives for increasing the students' desire to be enrolled suggest different approaches for recruiting and retaining other-race students. These different approaches, in turn, may explain why TBI's reported in the survey more student organization activities and athletic activities in place of traditional recruitment and admission procedures which headed the list of activities at TWI's. Student organization activities and athletic activities would seem more suitable for promoting involvement on the campus, and promoting inter-racial and intra-racial relationships, the major objectives at TBI's. Recruitment/admission activities, on the other hand, would appear to fit with the objectives of TWI's to build motivation, reduce apprehension and build confidence -- at least for prospective applicants and accepted students not yet enrolled.

Also contrasted in Table 3 are the principal activity objectives supporting the ability of other-race students to be enrolled for higher education at TWI's versus TBI's. Although the contrast of these objectives is less sharply defined than was the case with objectives supporting the desire to enroll, there are several differences worth mentioning for what they imply about the special needs of blacks and whites at TWI's and TBI's, respectively. For instance, the fourth-ranking activity objective for entering first-time freshmen and transfer students at TWI's was the development of study skills; at TBI's it was the development of budgeting skills to help persons manage their own finances. There was also a slight tendency, albeit not shown in Table 3, for TBI's to stress the expansion of part-time work opportunities as a source of financial aid while TWI's

emphasized increasing loans, grants and scholarships.

One potentially misleading difference in Table 3 is the substantially higher percentage of non-academic activities at TBI's reportedly aimed at providing procedural assistance to other-race students (71% versus 29% at TWI's). According to one research study, this emphasis is a result of the TBI's responsiveness to special needs of their black student majorities [31]. That the non-academic activities with procedural assistance as an objective were reported by Virginia's TBI's to be serving all students, as opposed to predominantly or exclusively white students, supports this interpretation.

Generally, the preceding analysis of objectives of non-academic activities at TWI's and TBI's supports the positions which were advanced in Chapter II, namely, that TWI's and TBI's face different challenges in their efforts to recruit and retain other-race students, and that these differences are race-associated. Moreover, the objectives of non-academic activities reported by TWI's and TBI's suggest that both types of institutions have taken affirmative action aimed at meeting these challenges. An analysis of the institutions' effectiveness in providing the activities is beyond the purview of this study.

The Intra-Institutional Division of Labor for Activities Supporting the Recruitment and Retention of Other-Race Students

The commitment of Virginia's state-supported institutions to develop comprehensive minority programs is further suggested by the number of offices involved in non-academic activities. What remains unclear is the extent to which these activities are coordinated within institutions. Table 4 indicates that the offices of student activities, admissions, and financial aid together were responsible for nearly 40% (N = 102) of the 258 activities reported on the survey. Counseling centers and minority affairs offices

TABLE 4

THE PRINCIPAL NON-ACADEMIC ACTIVITIES OF DIFFERENT OFFICES/UNITS AT STATE-SUPPORTED INSTITUTIONS

Name of Office (total number of activities reported*)	Principal Kinds of Activities	Percent of All Activities Conducted by Office**
Student Activities (N = 52)	Student Activities - Cultural	39%
	Student Orientation	12%
	Student Activities - Social	8%
	Student Organizations	8%
Admissions - Financial Aid (N = 50)	Recruitment Activities & Admission Procedures	78%
	Student Financial Aid (scholarships, loans, grants, work study)	8%
	Student Orientation	6%
	Outreach - Admissions	6%
Counseling Centers (N = 35)	Career and Motivational Counseling	20%
	Recruitment Activities & Admission Procedures	14%
	Human Development Counseling	14%
	Study Skills Development	14%
	Remedial/Tutorial Support	9%
Minority Affairs (N = 30)	Student Activities - Cultural	20%
	Recruitment Activities & Admission Procedures	17%
	Staff/Faculty Support Activities	13%
	Career & Motivational Counseling	10%
Academic Departments (N = 26)	Remedial/Tutorial Support	50%
	Study Skills Development	12%
	Student Organizations	12%
Faculty/Student Organizations (N = 23)	Student Organization Activities	74%
	Athletics	9%
	Staff/Faculty Support Activities	9%
Career Planning & Placement (N = 10)	Career & Motivational Counseling	50%
	Outreach - Counseling/Instructional	20%
	Student Financial Aid (scholarships, loans, grants, work study)	20%
Continuing Education (N = 8)	Outreach - Counseling/Instructional	37%
	Remedial/Tutorial Support	25%
	Recruitment Activities & Admission Procedures	25%
Libraries (N = 5)	Student Activities - Cultural	60%
	Remedial/Tutorial Support	20%
	Study Skills Development	20%

*Other miscellaneous offices and units accounted for the remaining 19 of the 258 activities reported by institutions.

**Only major activities are shown, miscellaneous activities make up the difference between the sum of percentages and 100% for each office.

were in charge of the second largest number of activities (25%, N = 65), followed by academic departments with 10% (N = 26), and faculty/student organizations with 9% (N = 23). Responsibility for the remaining 42 activities was divided among career planning and placement offices, continuing education divisions, libraries and other miscellaneous institutional units.

Also evident in Table 4 are differences in the kinds of non-academic activities emphasized by particular offices reflecting the offices' specialized roles in meeting institutional goals and objectives pertaining to the recruitment and retention of other-race students. Cultural activities accommodating the special interests of other-race students accounted for 39% of the activities conducted by the student activities office. Seventy-eight percent of the combined activities of the admissions and financial aid offices involved recruitment and special admissions procedures. Counseling centers divided their efforts among several activities, the largest percentage of which involved career and motivational counseling (20%). The activities of minority affairs offices were also somewhat diversified with cultural activities (20%) and recruitment and admissions (17%) constituting the largest percentages of all activities.* Academic departments, as might be expected, were predominantly involved in providing remedial/tutorial support (50%), while the activities conducted by student/faculty organizations were largely those related to the organization's purposes or to student interests (74%). For more detailed breakdowns of major activities conducted by the remaining offices/units, refer to Table 4.

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*That offices of minority affairs emphasized these two activities is significant in that these categories accounted for the largest percentages of total activities reported by institutions.

Sources of Support for Non-Academic Activities

The majority of the 258 non-academic activities reported by the 21 institutions were supported partly or wholly with state funds (53%). The second most frequently cited source of support was student fees (24%)* followed by the federal government (10%), and private organizations (7%).

Although state funds contributed to the support of a majority of activities, there was a noticeable tendency for state funds to be cited less frequently as a source of support for activities which were serving predominantly or exclusively black students.** Table 5 represents data for 19 activity categories which show that as the percentage of activities predominantly serving blacks rises, the percentage of those activities partly or wholly supported with state funds falls. There were few exceptions, the most important being recruitment/admissions activities because of the large number of activities included in that category.

It is emphasized that the absence of state supported activities of this kind are financed from mandatory student fees, are self-supporting, or require no financial support. What is significant, however, is that the activities which are presumably most tailored to the special needs of blacks, and which have been identified by state-supported TWI's as important factors in the recruitment and retention of black students, appear to be the activities least likely to benefit from state financial support. The potentially negative aspect of this situation was identified in a 1974 article which called attention to the precarious existence of activities financied with special funds, particularly when such activities are conducted by offices or visits outside the academic power structure [29].

*Included in this percentage are a small number of activities which require no financial support.

**The activities identified by TBI's were reported to be serving all students, regardless of race.

TABLE 5

RELATIONSHIP BETWEEN STATE-SUPPORT AND NON-ACADEMIC ACTIVITIES PREDOMINANTLY OR EXCLUSIVELY SERVING "OTHER RACE" PERSONS

	CATEGORY OF ACTIVITY	(N)	% of activities predominantly or exclusively for other race students	% of activities which are partly or wholly financed with state funds
1.	Recruitment Activities and Admission Procedures	(58)	70%	75%
2.	Student Activities - Cultural	(32)	57%	35% **
3.	Student Organization Activities	(25)	67%	47% **
4.	Remedial/Tutorial Support	(21)	30%	63%
5.	Career and Motivational Counseling	(17)	25%	85%
6.	Student Orientation	(13)	73%	50%
7.	Study Skills Development	(12)	17%	100%
8.	Staff/Faculty Support Activities	(10)	78%	17% **
9.	Outreach - Admissions	(8)	33%	43%
10.	Student Financial Aid (scholarships, loans, grants, work study)	(8)	50%	50%
11.	Human Development Counseling	(8)	75%	75%
12.	Student Activities - Social	(7)	86%	33% **
13.	Outreach - Counseling/Instructional	(7)	86%	43% **
14.	Testing Services	(5)	33%	100%
15.	Peer Counseling by Students	(5)	40%	75%
16.	Administrative Retention Practices	(5)	40%	67%
17.	Athletics	(5)	0%	20% **
18.	Transportation for Students	(2)	100%	100%
19.	Miscellaneous (e.g., TRIO Programs)	(10)	20%	20%
	TOTAL ALL ACTIVITIES	(258)		

* In this table, other race persons include only blacks at TWI's. TBI's reported no activities serving predominantly or exclusively white students.

** Many of the non-academic activities and services in these categories were self-supporting, required no financing, or were supported by student activity fees. It is noteworthy; however, that the categories in which high percentages of activities were serving predominantly or exclusively other race students (mostly black), only small percentages of activities were wholly or partly supported with state funds.

The Cost of Replicating Non-Academic Activities at Other Institutions

One major concern to institutions in the process of developing comprehensive other-race recruitment and retention programs is the start-up costs for various non-academic activities comprising such programs. In order to address this concern, institutions were asked to estimate, for each activity reported, the cost of initiating such an activity if it was not yet in existence. The responses to this question are summarized in Table 6.

Generally, the summary data suggest that more than 50 percent of the activities reported by institutions in each activity category could be replicated by other institutions at minimal costs ranging from nothing to $2,000. Exceptions are activities classified as providing remedial/tutorial support and study skills development.

Methods Used by Institutions to Evaluate the Effectiveness of Non-Academic Activities

It was noted earlier that while the study made no attempt to evaluate the effectiveness of non-academic activities in promoting the recruitment and retention of other-race students, a question was incorporated into the survey to identify the basis for the institutions' belief that their activities were effective. The responses to this question frequently indicated that more than one technique was used to evaluate each activity. Across all 258 activities, the principal method of evaluation was semi-formal feedback from other-race students (63%). Structured surveys of other-race students and other formal evaluation techniques were used to assess the effectiveness of 24% of the activities. Objective institutional data* helped evaluate only 16% of all activities reported. A sizable 41% of the activities were evaluated using other methods in addition to or in place of those mentioned above.

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*For instance, activity participation rates and comparative retention rates of other-race students using versus not using services.

TABLE 6

PERCENTAGES OF ACTIVITIES WHICH COULD BE INITIATED AT LOW COST TO INSTITUTIONS

	CATEGORY OF ACTIVITY	(N)	% of activities which could be started at a cost of less than $500	% of activities which could be started at a cost of $500 - $2,000
1.	Recruitment Activities and Admission Procedures	(58)	62%	18%
2.	Student Activities - Cultural	(32)	50%	16%
3.	Student Organization Activities	(25)	42%	32%
4.	Remedial/Tutorial Support	(21)	16%	5%
5.	Career and Motivational Counseling	(17)	54%	8%
6.	Student Orientation	(13)	50%	17%
7.	Study Skills Development	(12)	17%	17%
8.	Staff/Faculty Support Activities	(10)	67%	33%
9.	Outreach - Admissions	(8)	29%	29%
10.	Student Financial Aid (scholarships, loans, grants, work study)	(8)	25%	25%
11.	Human Development Counseling	(8)	38%	25%
12.	Student Activities - Social	(7)	43%	43%
13.	Outreach - Counseling/Instructional	(7)	29%	29%
14.	Testing Services	(5)	60%	40%
15.	Peer Counseling by Students	(5)	75%	0%
16.	Administrative Retention Practices	(5)	67%	33%
17.	Athletics	(5)	0%	20%
18.	Transportation for Students	(2)	100%	—
19.	Miscellaneous (e.g., TRIO Programs)	(10)	0%	0%
	TOTAL ALL ACTIVITIES	(258)		

CASE STUDIES AT RADFORD AND NORFOLK STATE UNIVERSITIES

In addition to the literature analysis and survey of institutions, case studies were undertaken at Norfolk State University (TBI) and Radford University (TWI). Generally, the purpose of the case studies was to explore, in greater depth, the difference between TWI's and TBI's in terms of their efforts to recruit and retain other-race students. Specific objectives, set forth in Chapter I, were (1) to explore the other-race recruitment and retention problems faced by the two institutions, separating problems associated with race from those resulting from other factors affecting enrollments; and (2) to provide specific examples of how the two institutions have addressed these problems.

Factors Influencing the Selection of the Case Study Institutions

In addition to the requirement that one institution be a TWI and the other a TBI, several other criteria influenced the selection of Norfolk State University and Radford University as subjects for the case studies. Generally, it was determined by the Council staff that the institutions selected should both belong to a single peer group of institutions recognized by the Council of Higher Education as having comparable missions and budgets. Norfolk State and Radford were among several institutions meeting this criteria. Specifically sought after were institutions similar in size, level of degrees awarded and scope of programs. The data in Table 7 show that Norfolk State and Radford are somewhat similar in these respects. For a more detailed comparison of the missions of the two institutions, the reader is referred to the mission statements included as Introductions to Attachments D (Norfolk State) and Attachment E (Radford).

TABLE 7

A COMPARISON OF NORFOLK STATE UNIVERSITY AND RADFORD UNIVERSITY: ENROLLMENTS, PROGRAMS AND DEGREES

	Norfolk State University		Radford University	
Levels of Degrees Awarded	Associate Baccalaureate Masters		Baccalaureate Masters	
1978 Fall Enrollments*	7,303		5,622	
Disciplinary Scope of Programs	Number of Unique Academic Disciplines Within Degree Levels** Baccalaureate/Masters		Number of Unique Academic Disciplines Within Degree Levels** Baccalaureate/Masters	
Biological Science	1	-	1	-
Business/Management	4	1	2	-
Communications	2	2	-	-
Education	9	4	6	13
Engineering	4	-	-	-
Fine & Applied Arts	3	2	7	2
Foreign Languages	1	-	1	-
Health Professions	4	-	2	-
Home Economics	4	-	1	1
Letters	1	-	3	1
Library Science	-	-	1	-
Mathematics	1	-	2	1
Physical Sciences	2	-	3	-
Psychology	1	1	1	1
Public Affairs/Services	1	1	3	1
Social Sciences	4	1	6	1
Interdisciplinary	2	-	1	-
Totals	44	12	40	21

*Reported by institutions in Mission Statements (see Attachments D and E).

**The number of academic programs approved by the Council to begin as late as Fall, 1980, which, within degree levels, have been assigned unique disciplinary codes based on the taxonomy set forth in the United Stateds Office of Education's Higher Education General Information Survey (HEGIS). If multiple programs (e.g., B.S., B.A.) have been assigned the same HEGIS code at the same degree level, those in excess of one are not counted.

Research Procedures

Three to four representatives from each of the two institutions met with the Council staff in Richmond on May 29, 1979, for the purpose of developing uniform research procedures acceptable to both institutions and establishing timetables for the completion of on-campus interviews with selected students, faculty and staff. A second meeting was held on June 14, 1979, to review the research findings, and determine how they would be presented in the report to be submitted to the Council.

The research design agreed upon for the case studies called for each institution to prepare an institutional statement on the policy for enrolling other-race students and a summary of the special factors believed to positively and negatively affect the institutions' efforts to recruit and retain these students. In addition, representatives of the institutions agreed to conduct on-campus interviews with other-race students and with members of the faculty and staff who were identified as being in frequent and direct contact with other-race students. The numbers of persons interviewed are as follows:

	Numbers of Persons Interviewed	
	Norfolk State University	Radford University
Number of other-race students	5	8
Number of faculty/staff members	6	7

Pertinent Background Information About the Institutions and Their Students

A comparative analysis of the Fall, 1978, freshman classes at the two institutions* provides background information helpful in interpreting the findings from the case studies. The first point of interest is the similarity in the number and percentage of other-race enrollments at the two institutions. At Norfolk State, the 1,110 freshmen from Virginia were comprised of 1,075 black Americans, one non-white who was not a black American, and 34 whites (3% white).

Similarly, of the 1,013 in-state freshmen who enrolled at Radford in Fall, 1978, 972 were white, 32 were black Americans (3% black), and nine were non-whites who were not black Americans. The number of additional freshmen from out-of-state was 50 at Norfolk State, including 5 whites, and 70 at Radford, including 2 blacks. Based on this comparison, Norfolk State and Radford would appear to be equally proficient at recruiting other-race students from their respective service areas.

These similarities notwithstanding, the same comparison of freshmen classes at the two institutions reveals the geographic origins of their other-race freshmen to be an important difference. Essentially, this difference reflects the fact that Norfolk State is predominantly a commuter institution located in an urban area while Radford University is predominantly a residential institution located in a non-urban setting. The in-state freshmen entering Norfolk State in Fall, 1978, were drawn from 13 counties and 27 independent cities. Of the 34 whites who enrolled from in-state, 25 were from the cities of Norfolk and Virginia Beach, both of which are within easy communiting distance to the campus. At Radford, on the other hand, in-state freshmen were drawn from 70 counties and 35 independent cities, a service area considerably larger than would be expected of an

*Data were taken from Fall, 1978, enrollment figures reported by the institutions to the United States Office of Civil Rights on OCR Form 4000-B-1.

urban, commuter institution such as Norfolk State. Of the 32 black freshmen from Virginia who enrolled at Radford, substantially less than half were from counties and independent cities within commuting distance of the campus.

Key Institutional Differences Affecting Other-Race Enrollments

From discussions with representatives of the two institutions, and from an analysis of the environmental circumstances they reported as affecting the institutions' ability to recruit and retain other-race students (see Attachments D and E), it appears that being a predominantly commuter institution located in an urban area versus a predominantly residential institution located in a non-urban area constitute institutional differences second in importance only to the fact that Norfolk State is a TBI and Radford a TWI. For Norfolk State, the recruitment of additional other-race students appears to depend more on the institution's effectiveness in competing for white commuting students with the several predominantly white institutions located nearby. Radford, on the other hand, must look beyond its immediate geographic location for additional other-race students, a need exacerbated by the small numbers of blacks populating areas within commuting distance of the campus.*

The effect of being a urban, predominantly commuter institution versus a non-urban, predominantly residential institution also suggests differences in the challenges facing

*The number of black and white freshmen entering Radford from nearby cities and counties in the Fall of 1978 (Source: OCR Form 4000-B-1), taken as a percentage of the 18-34 year old populations of blacks and whites in those same locations (Source: 1979 U. S. Census Estimates developed by SCHEV), reveals a higher participation rate for blacks than for whites. Such a finding suggests that Radford will find it difficult to increase its population of commuting black students, and will have to seek additional other-race enrollments by attracting black students from more distant regions of the state.

the two institutions with regard to the retention of other-race students. According to the information provided by the institutions, commuting students at Norfolk State have comparatively little interest in or time to seek out activities and services which are not incorporated into their regular academic program. The bulk of their needs for social activity and emotional support are met off campus. Residential students at Radford, on the other hand, were said to be more dependent on the campus for a variety of support services, peripheral activities and emotional support. Because of their minority group status on campus, it is logical to believe that other-race students would tend to manifest these orientations and needs more than majority race students.

The Campus Interviews

Results of the interviews with other-race students and staff/faculty members at Norfolk State and Radford are summarized as part of Attachments D and E, respectively.

Generally, the interviewee responses corroborated the importance of reported institutional and client differences as determinants of the different ways the two institutions sought to recruit and retain other-race students. At Radford, the existence of a variety of social and cultural activities and a friendly campus environment dominated the responses of black students to questions regarding their reason for enrolling and remaining at the institution. The black students' tendency to be economically disadvantaged surfaced in their frequent mention of the importance of student financial aid. The responses of black students were generally consistent with those of faculty and staff members asked similar questions.*

At Norfolk State, white students frequently attributed their enrollment to academic programs and to the relationship between academic programs and their individual career

* Refer to Attachment B for the interview questions.

goals. Faculty support was also mentioned as a strong point. Students noted the lack of time to participate in non-academic activities, the one exception being athletics. Non-academic activities were more frequently cited by faculty and staff as important factors in recruitment and retention of whites, perhaps because of their sensitivity to the need to provide white residential students with greater opportunities for social involvement on the campus. Neither faculty, staff nor student respondents cited financial aid as important in recruiting white students, although low cost was cited as a factor by most students interviewed.

Institutional Differences in the Orientations of Similar Non-Academic Activities

Generally, the non-academic activities Norfolk State reported as important to the recruitment and retention of other-race students were not comparable to those reported by Radford. In large part, the paucity of comparable activities can be attributed to the institutional differences referred to earlier. They can also be traced to race-associated differences in the needs of blacks and whites enrolled as other-race students.

Even where comparable non-academic activities were identified, the activities' emphases tended to manifest the same differences. For instance, both Norfolk State and Radford held workshops or conferences on campus for high school guidance counselors. At Norfolk State, the emphasis of the workshops was on careers and the linkage of careers to specific academic programs available at their institution. This emphasis fit the predominant interests of white students in academics rather than other campus activities. At Radford, the primary emphasis of workshops was on financial aid information and the opportunities for financial aid available to students enrolling at their institution. As noted in Chapter I, financial aid is a more important determinant of first-time enrollments for blacks than whites because of the comparatively high incidence of poverty in the black population.

IV. SUMMARY OF THE MAJOR FINDINGS

The non-academic factors which may positively influence the recruitment and retention of other-race students at Virginia's higher education institutions were identified from the literature. A survey was then undertaken to determine the nature and scope of the activities currently offered at 21 state-supported institutions in Virginia. Included were 19 traditionally white institutions (TWI's) and two traditionally black institutions (TBI's). Case studies were undertaken at two of these institutions, Norfolk State University (a TBI) and Radford University (a TWI), to supplement the survey findings.

The major findings of the study are as follows:

1. The results of a survey of non-academic activities at 21 state-supported institutions in Virginia identified 258 activities which the institutions believed to be important in the recruitment and retention of other-race students. The kinds of activities the institutions reported are comparable to the activities described in national studies for institutions in other states. The low number of activities reported by some participating institutions, however, may indicate a need for greater efforts at those institutions.

2. The predominance in the survey responses of non-academic activities aimed at recruitment and admissions indicates that the major objective among the state-supported institutions is the recruitment of other-race students. Comprehensive programs addressing equally both recruitment and retention objectives were evident at only a few institutions. Based on descriptions in the literature of how comprehensive minority recruitment and retention programs typically evolve at institutions, the finding that recruitment was emphasized suggests that such programs

are in the early states of development at most of the 21 institutions which participated in the study.

3. The kinds of non-academic activities at the 19 TWI's were found to differ from those at the two TBI's, largely as a result of the different recruitment and retention challenges facing the two types of institutions. The principal challenges to TWI's are:

   a. To promote among blacks more positive attitudes about higher education, themselves, and the benefits of enrolling at a TWI; and

   b. To provide the levels of economic, social, academic, and emotional support necessary in order to bring enrollment and graduation within reach of blacks who desire the benefits of a higher education.

   The major challenges to TBI's, on the other hand, are:

   c. To develop career-oriented academic programs which are particularly attractive to whites; and

   d. To create special opportunities which encourage the involvement of all students, regardless of race. A frequently cited example is athletics.

4. The importance of non-academic activities of a social and cultural nature appears to be greater at TWI's. With the exception of athletics, the non-academic activities frequently cited as important by TBI's appeared more closely related to the curriculum than the majority of activities reported by TWI's.

5. The importance of non-academic activities may also be greater at

TWI's which are predominantly residential and located in non-urban areas populated with small numbers of blacks.

6. The responsibility for non-academic activities was distributed among a substantial number of offices within institutions. While a wide distribution of responsibility indicates an extensive commitment of the institution to activities of this type, it raises the question of whether the activities are effectively coordinated at the institutional level which would be expected if the activities were part of a comprehensive minority recruitment and retention program.

7. Within all but a few of the 19 categories of non-academic activities identified from the survey, the activities at TWI's which were specifically intended to meet the needs of blacks tended not to be supported with state funds. A noteworthy exception was the recruitment/admissions activity category which included a large number of activities that were both intended for blacks and supported with state funds. State financial support was positively associated with activities intended to meet the needs of all students, regardless of race.

8. The majority of non-academic activities reported by the institutions could be replicated at other institutions without substantial additional funding.

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ATTACHMENT A

INSTITUTIONAL SURVEY QUESTIONNAIRE

SURVEY OF CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES WHICH HAVE SUBSTANTIALLY ENHANCED THE RECRUITMENT OR RETENTION OF OTHER RACE STUDENTS

INSTRUCTIONS

One questionnaire should be completed for each on-going or recurrent activity which contributes to the recruitment or retention of other race students. Classroom instruction received as part of the students' regular curriculum is excluded. Non-academic activities which are on-going or recurrent might include a black cultural film series, an assertiveness training course, a study skills program or workshop, the sponsorship of other race roganizations, a summer transition program for entering students and an organized program of social activities for other race students involving a coordinated series of one-time events (retreats, picnics, field trips). One-time events which are not part of an on-going or recurrent program, service or activity should not be reported.

1. Enter the official name of the activity: _____

_____

2. Enter the name of the office directly responsible for conducting or coordinating the activity:

_____

3. This activity aims to meet the special needs of:

Column A (Check those which apply)

___ Prospective applicants
___ Prospective students (accepted but not yet enrolled)
___ Entering first time students
___ Entering transfer students
___ All enrolled students

Column B (Check only one)

___ All students, regardless of race
___ Primarily other race students
___ Exclusively other race students

4. Listed below are objectives which numerous studies have identified as supporting the recruitment and retention of other race students. Check only those objectives which, in your best judgment, are achieved by this activity. Note that Item #6 asks you to describe the procedures used to achieve these objectives.

Objectives Supporting the Students' Desire to Enroll and Remain

___ To build the confidence of other race students in their ability to succeed (complete the program).
___ To build the sense of pride of other race students in their cultural heritage.
___ To increase the motivation of other race students to pursue and complete a postsecondary program.
___ To increase the involvement of other race students in campus affairs (sense of belonging).
___ To foster the development of personal relationships between other race students and the majority race students on campus.
___ To foster the development of personal relationships among other race students.
___ To reduce the apprehensions of other race students about enrolling and graduating from the institution.
___ To promote realistic expectations of campus life as an other race student.
___ To increase the sensitivity of faculty and majority race students to the problems and concerns of other race students on campus.
___ Other Specify: _____

_____

Objectives Supporting the Students' Ability to Enroll and Remain

___ To expand part-time work opportunities for other race students relative to majority race students.
___ To increase financial aid opportunities for other race students relative to majority race students.
___ To increase low-cost housing opportunities for other race students relative to majority race students.
___ To increase the students' ability to manage their personal financial affairs.
___ To upgrade the students' basic skills (e.g., reading, mathematics).
___ To improve the students' study skills.
___ To provide procedural assistance to help other race students arrange for tutoring, financial aid, housing, registration and the like.
___ To provide direction to other race students with regard to class placement, course selection and the like.
___ Other Specify: _____

_____

5. Upon what process of evaluation do you claim to have achieved the objectives identified above? (Check all which apply).

___ Semi-formal feedback from other race students (e.g., solicited opinions from key student leaders)
___ Formal feedback from other race students (e.g., student surveys)
___ Objective institutional data (e.g., retention rates for other race students using service versus those not using service, relative use of service by other race students)
___ Other Specify: _____

6. Identify and describe clearly the procedures and environmental factors chiefly responsible for the achievement of the objectives indicated under Item #4, where:

Procedures = how the objectives were achieved (be specific)
Environmental Factors = why these procedures worked at this institution (e.g., support of top administration)

(Attach additional sheets as necessary)

7. Check the category that best reflects your estimate of the minimum cost to initiate such an activity were it to be started this year.

____ Under $100	____ $2,000 - $5,000
____ $100 - $500	____ $5,000 - $10,000
____ $500 - $2,000	____ In excess of $10,000

8. Indicate the principal sources of funding for this activity.

____Federal: Name Program: _____

____Private: Name Source: _____

____Required State or institutional matching funds.

____Regularly budgeted State funds other than those required for matching purposes.

____Other: Specify _____

9. Enter your name, title, institution and phone number.

Name: _____

Title: _____

Institution: _____

Phone No. _____
(area code) (number)

ATTACHMENT B

CASE STUDY INTERVIEW SCHEDULES AND ANSWER SHEETS

NON-ACADEMIC FACTORS STUDY

OTHER RACE STUDENT INTERVIEW SCHEDULE

I. Based upon your perceptions of the feelings of (other race) students at this campus, name the most important factors or activities which:

A. Influence (other race) students to remain here to complete their studies (name three or more)

1.

2. (ENTER ANSWERS ON ACCOMPANYING ANSWER SHEET)

3.

B. Attracted (other race) students to enroll at this campus (name three or more)

1.

2. (ENTER ANSWERS ON ACCOMPANYING ANSWER SHEET)

3.

II. For each activity or factor you identified, tell why you felt it was particularly important to (other race) students.

--use contrast technique to get at answer

(a) What activity or factor? -- answer: Counseling
(b) Why? -- answer: Counselors here care about students
(c) Contrast the best counseling here with the worst counseling you have had anywhere -- What does the best counselor do that makes the difference? -- answer: Counselors here initiate contact with students; they don't wait for the student to seek them out.

(ENTER ANSWERS ON ACCOMPANYING ANSWER SHEET)

NON-ACADEMIC FACTORS STUDY

OTHER RACE STUDENT INTERVIEW RESPONSES

I. Background Characteristics

A. Sex (Male, Female)

B. Attendance (Part-time, Full-time)

C. Residence (Commuter, Dormitory)

D. Class Level (Freshman, Sophomore, Junior, Senior)

II Responses to interview questions

A. Important Retention Factors/Activities

Interviewer's Qualifying Remarks	
	1. Name: Why Important:
	2. Name: Why Important:
	3. Name: Why Important:

(turn over for recruitment) 62

8. Important Recruitment Factors/Activities

er's Qualifying Remarks

1. Name:

   Why Important:

2. Name:

   Why Important:

3. Name:

   Why Important:

NON-ACADEMIC FACTORS STUDY

FACULTY-STAFF INTERVIEW SCHEDULE

1. Based upon your experience and contact with (other race) students at this campus, what factors (e.g., minorities on faculty, administration/financial support) or activities (e.g., student orientation) have contributed the most to:

   A. The retention of (other race) students (list at least three)

      1.

      2. (ENTER ANSWERS ON ANSWER SHEET)

      3.

   B. The recruitment of (other race) students (list at least three)

      1.

      2. (ENTER ANSWERS ON ANSWER SHEET)

      3.

2. Why did you single out each of these factors or activities? (e.g., what are the special things about them that make them important or effective?)

   A. 1.

      2. (ENTER ANSWERS ON ANSWER SHEET)

      3.

   B. 1.

      2. (ENTER ANSWERS ON ANSWER SHEET)

      3.

NON-ACADEMIC FACTORS STUDY

FACULTY-STAFF INTERVIEW RESPONSES

I. Background Characteristics of Faculty or Staff Member (circle appropriate choices)

A. Race: (Black, White, Other)

B. Sex: (Male, Female)

C. Position: (Teacher, Counselor, Administrator, Other: Specify _____)

II. Responses to interview questions

A. Important Retention Factors/Activities

Interviewer's Qualifying Remarks	
	1. Name: Why Important:
	2. Name: Why Important:
	3. Name: Why Important:

(Turn over for recruitment)

8. Important Recruitment Factors/Activities

Reviewer's Qualifying Remarks

1. Name:

   Why Important:

2. Name:

   Why Important:

3. Name:

   Why Important:

ATTACHMENT C

EXAMPLES OF

18 CATEGORIES OF NON-ACADEMIC ACTIVITIES

REPORTED BY

21 STATE-SUPPORTED INSTITUTIONS

ATTACHMENT C

EXAMPLES OF 18 CATEGORIES OF NON-ACADEMIC ACTIVITIES

REPORTED BY 21 STATE-SUPPORTED INSTITUTIONS

(Listed alphabetically by category - miscellaneous activities excluded)

Administrative Retention Practices

--Open meetings between administration, faculty and students.

--Day-long workshop sponsored for black student leaders which focused on need assessment, problem solving, and relationship building.

--Early warning system to alert counselors to students in academic difficulty before failure becomes inevitable.

Athletics

--Open recruitment policy employing letters to schools, visits to potential recruits' homes, invitations to campus.

--Use of media to ensure all students are aware of athletic activities and events.

Career and Motivational Counseling

--Learning Enrichment Program which provides personal and group counseling as well as career exploration and leadership training.

--Minority career days which highlight careers which are traditionally non-black.

--New Directions Seminar held for women.

--Outstanding professionals invited to speak to minority groups and also serve as role models.

--Self-enhancement and development groups provide career planning, job strategy, and interview techniques.

--Comprehensive self-help center to provide information about careers and educational programs.

--Career employment seminar conducted by predominantly black sorority on campus.

--Series of tours of local businesses to acquaint students with a wide variety of job opportunities.

Human Development Counseling

--Personal counseling and therapy is made available free to all enrolled students.

--Employment of special other race counselor.

--Seminars and workshops are offered to provide students with necessary skills and self-confidence to maintain themselves and grow within environment.

--Minority Self-Help Program geared towards identifying and overcoming common problems faced by minority students.

--Each student interviewed by resident assistant, who identifies potential adjustment problems.

Outreach - Admissions

--Special recruiting of veterans by aiding them in course selection and in finding part-time employment.

--Students who have been denied admission and live within commuting distance are encouraged to attend a special summer school; and if proper progress is made, they are admitted to the institution.

--Representatives visit local schools and community centers to provide information and application materials. Individual counseling relative to remedial courses is also offered.

--Summer Program for minority students to encourage participation in graduate education. Program provides information and experiences on how to gain entry and succeed in graduate programs.

--Dissemination of special brochure to agencies serving disadvantaged.

--Enrolling freshmen and high school juniors participate in summer Transition and Enrichment Program which provides intensive orientation, study skills workshops, etc., as well as out-of-class experiences.

Outreach - Counseling/Instructional

--Outreach program designed to increase the availability of basic educational opportunities for the community.

--Off-campus counseling service at local Army base provides information, academic advisement, and referral services where applicable.

--Conducting "on-site" developmental courses (English, Math) designed to serve lower socioeconomic members of institution's service area.

--Seminar on job search techniques conducted for women every six months.

--Training project to provide entry level construction skills to hard-core unemployed.

Peer Counseling by Students

--Senior assigned to new student who acts as mentor.

--Award given to black student(s) who make outstanding contribution to improving lives of black students and black/white relations.

--Use of other race peer helpers for study skills, academic survival (credit given to helper).

--Informal "rap" groups where similar cultural experiences are shared.

Recruitment Activities and Admission Procedures

--Brochure prepared by black students given to prospective black students.

--Special brochures, posters, flyers and booklets which describe the impact of minority students on campus.

--Black student organizations involved in recruitment effort (rap groups, co-host for campus visits).

--Martin Luther King Award and Scholarship based on academic and community achievements with newly accepted students.

--Personalized, follow-up correspondence with newly accepted students--strong on recognition and congratulations.

--Special efforts to identify and direct information to areas with a large "other race" population.

--Helping other race students interested in attending but not meeting minimum standards for admission to prepare for entry and to accumulate transferable credits elsewhere.

--Workshops on campus for high school guidance counselors from schools with large numbers of other race students; minority students invited to meet counselors attending.

--Use of minority students in recruitment visits to high schools (also promotes retention by involving those students).

--Recruitment participation of TRIO counselor in WIN program presenting a half-day seminar on college and its services.

--Involvement of black alumni in recruitment.

--A consortium for the recruitment of minority engineering students.

--Career seminars exported to high schools using as speakers successful blacks in various career fields.

--Participation in college day and college night programs at high schools.

Remedial/Tutorial Services

--Developmental Opportunities Lab which utilizes personalized instruction and tutorial services on a walk-in, free basis.

--Maintain collection of resources in non-print format to provide alternatives for learning to other race students.

--Summer preparatory program for entering students.

--Writing lab for disadvantaged students.

--Developmental reading courses.

--Study skills program built into college level preparatory courses.

--Free tutoring in basic courses.

--Special services (TRIO) program which provides remedial academic work, summer preparatory work, orientation and transition programs, advising, and tutoring.

--Remedial mathematics program utilizing proficiency test scores and optional non-credit courses.

Student Activities - Cultural

--Black History Week which presents a series of social, cultural, and educational activities designed to broaden one's knowledge of black people and their contributions to society.

--Cross-cultural activities promoted involving workshops, community unity dinners, etc.

--Minority affairs association develops displays commemorating noted black Americans.

--Use of films and other media material to promote cross-cultural awareness.

--Black student Art Show.

--Noted black speakers invited to campus.

Student Activities - Social

--Multi-cultural center sponsors activities (picnics, dances) that are attractive to all students.

--Retreat attended by all levels (administration, faculty, students) to discuss mutual topics of interest.

--Minority luncheon attended by key administrative personnel to ascertain from other race students whether or not their needs are being met.

Staff/Faculty Support Activities

--Use of faculty advisors to aid student in personal adjustment, curriculum matters, progress, etc.

--Minority affairs committee which solicits information regarding the functioning of programs and activities to attract and retain minority students.

--Black Education Association acting as support group for faculty and administrators as well as sponsoring programs of interest to black students.

--Faculty volunteers contact accepted students prior to enrollment to provide guidance on appropriate issues.

--Meeting of faculty, developmental consultant, and counselor to identify cognitive and affective problems of students.

--SREB grant for series of faculty development workshops.

--Periodic reports made by Associate Dean to faculty concerning progress of minority student recruitment and graduation rates.

Student Financial Aid

--Placement of other race students in work positions relevant to participants' academic major/vocational interests.

--Academic Internship Program for minorities to provide academic credit and learning experiences.

--Scholarship for black civil engineering majors provides summer work experience. Value of the award depends on other resources available to the recipient.

--Directors and counselors refer all admitted other race students to financial aid office.

--Emergency loan service for other race students who may secure a short-term loan (30 day maximum, $50 minimum) by discussion with Dean of Students.

--Financial aid seminars conducted for students and parents.

--Financial aid officer accompanies admissions or recruiting officer on visits to high schools, etc.

--Financial aid workshops for admissions and recruiting personnel to familiarize them with current information.

Student Organization Activities

--Sponsor social and public services on campus of special interest for other race students.

--Provide support group for new and returning other race students.

--Write prospective other race students who have been accepted for admission.

--Provide peer group support for entering and continuing students.

--Aid in recruiting other race students.

--Tutor other race students.

--Promote black involvement in all phases of university life.

Student Orientation

--Key administrators available for supplemental new student orientation/ information session which includes all returning black students.

--Big brother/sister program to help develop friendships and provide emotional support to entering students.

--Minority concerns workshop as part of orientation.

--Special orientation programs for returning women, transfer students, developmental studies students, etc.

--Inclusion of parents, faculty, student advisors in orientation process to develop support for students' enrollment and academic efforts.

--Black Student Alliance meeting as part of orientation.

--Coordination of Admissions and Orientation office to include both prospective black students and enrolling black students in orientation programs, tours, etc.

--Black high school seniors accepted for admission are invited to campus in the spring prior to their college enrollment.

Study Skills Development

--Use of campus media in advertising program which includes group study skills workshop and individual counseling.

--Contact students on academic probation about availability of programs to help them get back into good academic standing.

--Special study skills course given by trained counselors in test-taking skills, anxiety reduction, rapid reading, analysis and application of medical information.

--Students referred to special study skills programs by university registrar if identified as academically deficient at entry.

--Special students given individualized instruction by Library personnel with emphasis on those resources which can supplement their classroom instruction and study skills.

--Use of mini-courses in various "phases" of academic improvement (study skills, term paper writing, study for and taking tests).

--Instructors schedule class visits to library for instruction on research methods and materials for the particular subject matter of that class.

Testing Services

--After counselor interviews, students are given diagnostic exams in math, English, and reading to ensure proper placement.

--Placement test administered in local high schools as well as on campus to ensure proper student placement. Testing is followed by individual counseling (fee waiver possible).

Transportation

--Re-routing buses through other race neighborhoods to increase accessibility to campus, also making available cheap fares in the form of special bus passes.

--Transportation to minority churches provided.

ATTACHMENT D

NORFOLK STATE UNIVERSITY

MISSION AND ENVIRONMENTAL STATEMENT

AND SUMMARIES OF ON-CAMPUS INTERVIEWS

WITH FACULTY, STAFF, AND STUDENTS

ATTACHMENT D

NORFOLK STATE UNIVERSITY

MISSION AND ENVIRONMENTAL STATEMENT *

History and Development of the Institution

Norfolk State University was founded in 1935 as the Norfolk unit of Virginia Union University. In 1942, the Norfolk Polytechnic College was chartered to take over the functions and assets of the Norfolk Unit of Virginia Union University; in 1944, by act of the General Assembly, the responsibility for the institution was transferred to Virginia State College.

To provide space for expansion, the City of Norfolk gave approximately 50 acres of land as a permanent campus for the College; construction began at the site in 1953. In 1956, the College was authorized to offer junior and senior college curricula terminating in the bachelor's degree. Because of its continued growth, the institution was separated from Virginia State in 1969 and established as an independent institution. The College received approval in 1972 to grant the master's degree. The 1979 Session of the General Assembly changed the name of the institution to Norfolk State University effective July 1, 1979.

Norfolk State University is a coeducational, urban institution offering curricula in liberal arts and sciences, technology, and professional programs at the associate, baccalaureate, and masters' levels. The enrollment at the institution in 1978-79 was 7,303. In-state students constitute nearly 90 percent of the total enrollment; 65 percent reside in the Tidewater area, and 35 percent are from non-commuting distances. Out-of-state enrollment has increased over the last five years, and it is expected that this trend will continue. The ratio of male to female students

* submitted by Dr. Hazo W. Carter, Vice President for Student Affairs

is approximately 40/60.

Students at the institution, while receiving degrees in a variety of disciplines, are concentrated in business, education, and the social sciences. The academic organization of the institution currently includes eleven divisions and a School of Social Work.

Programmatic emphases include bachelor's programs in the Allied Health Professions, Urban Studies, Business, and Early Childhood Education. At the master's level the institution continues to develop its human resources program, which include Urban Affairs, Community Psychology, Communication, Mass Communications, and Special Education. The institution will probably propose future program development in the areas of Business, Fine Arts, Education, Gerontology, and the Allied Health areas at either the baccalaureate or master's levels.

In order to improve access for community college transfer students, the institution has a special relationship with the Virginia Community College System through credit transfer agreements in several areas. It also has agreements with Old Dominion University and Christopher Newport College. Norfolk State and Old Dominion also have a program of inter-campus registration, matriculation, and credits transfer. Norfolk State participates in a doctoral program in psychology which is offered cooperatively by Eastern Virginia Medical School, William and Mary, and Old Dominion University.

Purpose of the Institution

Historically, the purpose of the institution was to provide services for black Virginians who did not otherwise have the opportunity to receive a traditional form of higher education. Its current

purpose is to expand that same opportunity to the larger community. Norfolk State will continue to emphasize the education of persons who constitute a non-traditional clientele and are desirous of developing their full educational potential. The institution strives to maintain a high level of academic and professional standards while providing alternative models for higher education.

Although Norfolk State University is located in the Tidewater area, it serves the entire Commonwealth and the nation. In addition, the institution serves a vital function as a provider of education for community college graduates at the upper level. Although the University's permanent location is in downtown Norfolk, the institution provides off-campus services at various locations.

The School of General and Continuing Education offers a wide range of educational programs for individuals and organizations either on the Norfolk State campus or at appropriate locations. Included in the School are the Evening College Department, the Adult and Public Service Department, and the General Studies Department

Extent of the Institution's Mix of Instruction, Research, and Public Service

Norfolk State University considers instruction its highest priority; at the same time, research is regarded as an integral part of the teaching process. Independent, cooperative, unfunded, and sponsored research are conducted within the institution. With an anticipated expansion in graduate programs, the University will probably seek to increase its involvement in research.

Public service has also been central to the philosophy and mission of Norfolk State University. While many of the public service programs are implemented through the School of General and Continuing Education and the Evening College, involvement in public service is manifested in the overall college program. The physical facilities and resources of the University are used by the community, and the faculty and staff provide technical assistance and professional leadership for community organizations and activities. For example, the University has special laboratory programs for elementary, secondary, and adult students whose competencies in basic skills need strengthening. Instructional activities are provided in the areas of reading, language arts, mathematics and speech.

The institution offers 64 programs (7 associate, 7 master's, and 47 baccalaureate degree programs). In addition to a wide variety of non-funded research, funded research is being conducted in Bio-Medicine, Mathematical Sciences, Pollution Control, Atomic Energy, Environmental Sciences, and Human Resources and Ecology. The institution's funded research has an approximate annual dollar value of $300,000. The approximate annual dollar value of non-funded research is $450,000.

The Institution's Future Directions to 1990

Norfolk State expects to have a moderate increase in enrollment for the next five years, then remain relatively stable through 1990. This increase is anticipated as a result of student transfer agreements with the Virginia Community College System and the addition of new programs. The institution will be implementing several new programs over the next five years at the undergraduate and graduate levels. An increase in faculty is expected to accompany any increase in students.

Institutional Statement Regarding Other Race Enrollments

The University accepts and adopts, as its own, the following premises and ethic as expressed in the mission statement:

> All people, regardless of sex, race, color, or national origin, by virtue of their human condition, are entitled to profit from educational opportunities and advantages to the fullest extent of their capacities. A person's innate right to improve himself through access to education must never be governed by his socio-economic status or by his background, whether these be disadvantaged or not. The College believes that if it would meet the imperative implied in this premise, it must take as its primary purpose the provision of quality education to its students. Although this institution was originally founded to give Blacks an education, it can no longer be restricted to this purpose, since educational distinctions based on any characteristic except ability are morally and spiritually indefensible. However, the necessity for providing the economically disadvantaged with more than the conventional post-secondary education will probably continue for many years. The University is uniquely equipped by its experience to serve that purpose, and will therefore continue to emphasize the education of persons who, because of handicaps in their environment, have been unable to develop their full educational potential. The University also recognizes that its graduates must be adequately prepared to compete with the graduates of other institutions of higher learning, and hence it will strive to maintain the highest possible level of academic and professional standards.

Special Environmental Circumstances

Norfolk State University is located in the largest city in Virginia and in the center of the Tidewater Area, which is the most heavily populated area in the Commonwealth. It exists in an urban area where there are three community college campuses, another major state-supported and one private four-year undergraduate and graduate degree-granting institution. The University has traditionally attempted to keep its costs as low as was feasible so that the economic barriers that often exists to higher education would be minimized for a large number of citizens.

Approximately one-third of the Norfolk State University faculty is non-black. This is a result of the institution practicing its philosophy that the University is open to all, regardless of race. White students who attend Norfolk State have the opportunity to observe members of their race in the classroom and in various staff positions. The presence of a large percentage of "other race" faculty members is evidence to white students that Norfolk State University is sincere in its commitment to be an open institution.

It is important to note that approximately twenty-five percent of the faculty-staff are other race (white) persons, who are in responsible positions of leadership. Many of these persons have been with Norfolk State University fifteen years or longer—some of whom have retired from Norfolk State, but remain active as resource persons in various capacities.

Approximately eighty percent of the students at Norfolk State University commute daily. This reflects the fact that nearly 1,200 students live on

campus, while 5,800 live in other areas of Norfolk and Tidewater. As a result of this large student commuter population, there is a significant percentage of students who do not take part in certain of the extracurricular activities that the University sponsors.

SUMMARY OF OTHER RACE (WHITE) STUDENT INTERVIEWS

(Norfolk State University)

In the conduct of the interviews with other race (white) students, the control questions were presented during or through telephone calls and/or direct settings. The control questions were- what factors or activities of a non-academic nature (a) were important to student retention, and (b) were important to student recruitment? Presented are the summaries to reflect responses of the "Interviewees".

Retention Factors/ Activities

1. Cooperative formal and informal opportunities for academic adjustment
2. Faculty-student interaction and exchange
3. Program length
4. Reasonableness of educational costs
5. Career orientation of certain curricula
6. Faculty-staff support
7. Cultural activities
8. Caliber of athletic program
9. Peer counseling and support

Recruitment Factors/ Activities

1. Opportunities for involving personal and social talents
2. Program orientation— coincided with career goals
3. Reasonableness of educational costs
4. Racially diverse faculty
5. Success of athletic program(s)
6. Involvement of white students and coaches in athletic program(s)
7. Out-reach admissions activities
8. Career orientation of certain curricula (i.e. Accounting, Nursing
9. Recommendations of friends concerning available programs and quality of programs
10. Program length
11. Norfolk State Highlights

Other

Students who were interviewed admitted that because of their age and family responsibilities, they had little time to participate in non-academic activities. One expressed an interest in "Tennis"- admitted, however, that if the sport were available she would probably not have the time to participate regularly.

SUMMARY OF FACULTY-STAFF INTERVIEWS

(Norfolk State University)

In the conduct of the interviews, other race (white) and two black faculty members were presented the two control-questions--what non-academic factors or activities were significant to (a) student retention, and (b) student recruitment ? Presented are summaries to reflect responses offered by the "Interviewees".

Retention-Factors/ Activities

1. Cooperative informal opportunities for academic adjustment
2. Caliber of the athletic program- a history of winning teams
3. Availability of departmental clubs and organizations (i.e., Home Economics Club, Music Educator's National Conference, Student Nurse's Association, etc.)
4. Genuine concern of faculty
5. Flexibility in scheduling of classes in certain programs
6. Location of college- convenient for commuter students and availability of programs that coincide with educational goals and and family goals
7. Availability and involvement of minority recruiter (Visibility)
8. Open attitudes of faculty and students
9. Quality and variety of activities (i.e. Choir, band, athletics, etc.)
10. Quality of faculty and soundness of programs (i.e. Levels of Collegiate Accreditation; Business, Music, Nursing,etc.)

Recruitment Factors/ Activities

1. Alumni recruiting program
2. College-Day Night Programs
3. Community service programs (Volunteer)
4. Concert Band and Choir- Local and regional performances
5. High school visitations
6. High school seniors' day at Norfolk State
7. Home Visitations
8. Faculty-Student Recruitment Teams
9. Norfolk State Highlights- (A weekly televised program by local Television station- presents white students and white faculty members in "action" at Norfolk State; on occasions parents of white students have been interviewed)
10. Other race (white) faculty in "off-campus" teaching centers
11. Quality and variety of academic and non-academic programs
12. Spring luncheon for potential athletes
13. Student peers

Other

Faculty involved in the interviews indicated frequently that the warmth and genuineness of the"Norfolk State Family" make it less difficult for other race (white) faculty and students to develop and demonstrate acceptance. Some of the interviewees did express a concern for more varied recruiting strategies.

OBSERVATIONS OF INTERVIEWER OF OTHER RACE (WHITE) FACULTY AND STUDENTS

(Norfolk State University)

(Note: The order in which the observations that follow does not reflect any attempts at ranking according to frequency of occurance, etc.)

1. Both faculty and students interviewed were very honest and forth-right in their responses to the "control" questions.

2. Both faculty and student interviewees indicated that because of their age and family responsibilities they had little time for non-academic activities. Therefore, their responses were closely allied to or in fact greatly limited to academic related involvement(s).

3. Both faculty and student interviewees indicated some difficulty in responding to the "control" questions as separate entities because of the relatedness that existed as reasons for "retention" and reasons for "recruitment- coming to Norfolk State".

4. Both faculty and student interviewees expressed "convenience" in terms of the University's location and program orientation as strengths. Many expressed flexibility and willingness of faculty and students to help other race (white) students (a) adjust and adapt to social change(s) and (b) solve academic problems.

5. Students interviewed were primarily from academic majors in- Business, Music, and Nursing.

6. Because of the timing of the "Interview Phase"of the Case Study (coming at a time when few students or faculty were available-during the period between the end of the Spring Semester and before the regular Summer Session began-) only limited faculty and student contacts resulted.

7. Limited sampling should not be interpreted as being necessarily representative of the reactions of all other (white) race faculty and students.

8. Because Norfolk State University seeks to attract (recruit) and to retain students without regard for race, color, creed, national origin or other such practices that lend to indiscreet barriers - its strategies of recruitment and retention are open--service oriented to accommodate students of all ages, races, creeds, origins, and diverse educational backgrounds and experiences.

ATTACHMENT E

RADFORD UNIVERSITY

MISSION AND ENVIRONMENTAL STATEMENT

AND SUMMARIES OF ON-CAMPUS INTERVIEWS

WITH FACULTY, STAFF, AND STUDENTS

ATTACHMENT E

RADFORD UNIVERSITY

MISSION AND ENVIRONMENTAL STATEMENT *

History and Development of the Institution

Radford University was established by the General Assembly in 1910 as the State Normal and Industrial School for Women at Radford; it has been in continuous session since its formal opening in 1913. The School became Radford State Teachers College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944, the College was consolidated with the Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the institution's formal affiliation with Virginia Tech in 1964. At that time, an autonomous administration was established for Radford College, and the College was authorized to grant the Master of Science degree. In 1972, after almost 60 years as a college for women, Radford became coeducational and in 1979 the institution was granted university status by the General Assembly.

Today, Radford University is a coeducational, comprehensive, residential, undergraduate institution with selected graduate programs. Since 1972, the enrollment has increased by more than 55 percent. In the fall of 1978, the institution had 5,622 students in programs both on and off the campus. Radford's students come from all over the Commonwealth: 30 percent from Southwest Virginia, 25 percent from Northern Virginia, 20 percent from the Tidewater area, and 18 percent from other parts of Virginia. About 7 percent are from out-of-state. While serving primarily as a residential campus (over 3,100 students reside on campus), the University also attracts local students who live within commuting distance of the campus.

Radford maintains strong programs in liberal arts, the fine arts, teacher training, business, and other professional fields. Presently the

* submitted by Dr. James Hartman, Vice President for Student Affairs

institution offers, in a medium-sized university environment, 55 undergraduate programs (including professional and pre-professional) in the Schools of Arts and Sciences, Education, Business and Professional Studies, and Fine Arts. The Graduate School offers degrees in 18 areas and offers work leading to the doctorate of education from the University of Virginia. The graduate program provides advanced and specialized courses of study, supervised practicum experiences, and opportunities for research.

Purpose of the Institution

As a part of Virginia's diversified system of higher education, Radford University fulfills the role of a medium-sized comprehensive university serving the entire Commonwealth. The pervasive commitments of the institution are to teaching and student learning; to the widespread participation of the faculty, students, and staff in the affairs of the institution; and to a demonstrated willingness to change. As the institution notes, "through a sound and comprehensive general education and carefully tailored major program options, students at Radford are challenged--intellectually, culturally, socially, and personally. Within this context, they can develop into mature, responsible, well-educated citizens."

Extent of the Institution's Mix of Instruction, Research, and Public Service

As a public university, Radford assumes a responsibility to address societal issues and needs through scholarship, research, and creative activity. Because it is a student-oriented institution, Radford has set as its first priority a commitment to successful teaching. This commitment notwithstanding, research and professional activities are encouraged and all faculty are expected to make "professional contributions" to the institution and to their respective disciplines. Radford's position is that research and teaching are not mutually exclusive activities and that

research can and should be a vital part of the teaching transaction.

The University, with its primary emphasis on teaching, also attempts to serve the public needs of Southwest Virginia with a wide range of academic, cultural, and human service programs. Off-campus courses and programs are offered throughout the Western Region Consortium area, including an evening-weekend college in the City of Roanoke. The University responds to the special continuing education needs of school systems, businesses, industries, and individuals in both the urban and rural areas of Southwest Virginia. Radford is committed to meeting the educational needs of fully-employed residents of the Western Region for high-demand programs, especially in the areas of Business and Education, by providing evening courses both on campus and at off-campus locations.

The Institution's Future Directions to 1990

Within the Virginia system of higher education, Radford University will continue to be a comprehensive institution of medium size with its primary focus on effective teaching. In order to maintain one of its special attributes--its sense of community--Radford will restrict its enrollment and maintain its comparatively medium size. As a result, the institution projects that it will increase only slightly over the next ten years--by approximately 400 students. Radford believes it can and will keep every outstanding feature of a medium-sized college while continuing to move forward responsibily and responsively as a medium-sized university.

Institutional Statement Regarding Other-Race Enrollments

Radford University is committed to increasing the number of black students who attend the University. State and federal reports have indicated a steady growth of black student enrollment and retention in the past several years. Much of the enrollment growth is due to the increased and diverse recruiting effort provided by the Office of Admissions and student volunteers who return to their home towns with information about Radford University. Additionally, a college-wide commitment to the recruitment and retention of black students has contributed to the growth of our black student population.

In May of 1978, Radford University publicly reaffirmed its commitment to equal opportunity by unanimously passing the following statement:

> "...the College make(s) a commitment to the objectives of the Virginia Plan for Equal Opportunity in State Supported Institutions of Higher Education as they pertain to Radford College."

Special Environmental Circumstances

There are several assumptions and conditions which affect the interpretation of the data presented herein from student, faculty, and staff interviews. These conditions are presented below with the hope that the interview results will be interpreted cautiously and thoughtfully.

1. Radford University is located in Southwestern Virginia where there is a relatively small percentage of blacks in the local population. The Fourth Planning District (City of Radford, Montgomery, Floyd, and Giles counties) has 3.3% blacks in the

*This statement was developed as part of the June, 1979, Case Study Analysis of "other race" retention and recruitment.

population. Pulaski, Wythe, and Bland counties have 4.8% blacks in the population.

2. Although Radford University is "a residential school," approximately 35% of our 5,000 students are commuters. Given the facts presented in item #1 it is clear that there is not a large black population from which to draw commuting black students.

3. Due to our rural geographical location and the exceedingly small size of the black middle class in the Radford area, there are serious difficulties in recruiting black faculty. There exists no identifiable middle class community populated by "professionals" i.e. doctors, dentists, lawyers, etc. Although our recruiting efforts are extensive and well documented (Affirmative Action Reports), in this time of increased demand for black faculty members we have not been able to increase our black faculty as we would have wished. We do not anticipate significant changes in this situation, although we will continue our diligent recruiting efforts.

4. Resources at Radford for faculty salaries make it very difficult to recruit minority faculty who can get high salaries at other institutions.

5. To address the needs of black students, funds from the Student Activity Fee are allocated to the all-campus Black History Committee. These funds are used to bring black role models to campus (speakers, visiting guests, cultural programs, etc.). This group also works with the Student Life Committee to sponsor social and cultural events for black students on the campus.

SUMMARY OF OTHER RACE STUDENT INTERVIEW RESPONSES

(N)=number indicating factor

Retention:

Academic Programs (2)

Geographic Location (2)

Financial Assistance (2)

Environment on Campus (3)

Opportunities for Student Involvement (2)

Climate is responsive (1)

Greek life (1)

Community feeling (2)

Small Class Size (2)

Black organizations and committees (2)

Complications of transferring (3)

Friends enrolled at Radford (3)

Acceptance of Student Input to Governance of Campus (1)

Reputation of School of Education (1)

Recruitment:

Recruitment Programs/Activities (1)

Positive Image (1)

Geographic location (3)

Academic Programs (3)

Friendly Campus (2)

Integrated environment (1)

Financial Assistance Programs (3)

Black History Committee programs (1)

Class Size/Size of Campus (3)

Many Social and Cultural Opportunities (1)

SUMMARY OF FACULTY-STAFF INTERVIEW RESPONSES

(N)=number indicating factor

Retention:

1. Academic Success (2)
2. Support from a faculty/staff member (3)
3. Extra-Curricular Involvement - Social and Cultural Activities (5)
4. Support from Peers-Big Brother/Big Sister Program (2)
5. Academic Program responsive to career interests (1)
6. An increasing black enrollment (1)
7. Uniqueness of the minority status is reinforcing (1)
8. Accessibility of academic and personal support (2)
9. Financial Support (3)
10. Friendly campus atmosphere (2)

Recruitment:

1. Recruitment materials (Black Student Brochure, etc.) (2)
2. Involvement of Black students in the recruitment program (2)
3. Financial Assistance (3)
4. Perception of social and cultural opportunities (3)
5. Availability of broad range of academic offerings (2)
6. Acquaintance with black students already on campus (1)
7. Broad and varied approach to recruitment of black students including high school visits, specialized black college day and night programs, participation in the Washington, D.C. recruitment program, use of black student brochure and tour guides, scholarship incentive grant program, and focus attention to the needs and interests of black high school counselors (1)
8. Attractiveness of campus and academic programs (2)
9. Availability of several specialized career preparation areas (3)